Y3 Long Term Planning 2020-21

Term	Autumn 1	Autumn 2	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2*
Theme	SPECTACULAR SPAIN	STONEAGE TO IRON AGE	STONEAGE TO IRON AGE	NORTH AMERICA	BRADFORD LOCAL STUDY TITUS SALT	BRADFORD LOCAL STUDY TITUS SALT
Spelling phonics	**Statatory word list for half term** Actual Actually Address Answer Appear Arrive Breath Build Busy Caught I can use the prefixes un-, dis-, mis-, re-, pre-. I can use the suffix -ly. Revisionof Year 2 spelling words	**Statatory word list for half term** Centre Century Cetain Circle Continue Consider Decide Describe Difficult Earth I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. I can spell words containing the 'I' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.	**Statatory word list for half term** Early Eight Enough Extreme Famous February Forward Fruit Guard Guide I can spell words with endings which sound like 'zhun' e.g. division, decision. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.	**Statatory word list for half term** Group Heard Heart Height History Increase Imagine Island Learn Length I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo	**Statatory word list for half term** Library Material Mention Minute Notice Often Perhaps Quarter Recent Though I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.	**Statatory word list for half term** Personal spelling lists to revise words not learnt I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know
English writing	List poems 2 weeks	Diary entry/recount 2	Vocabulary building	Different stories by	Poetry appreciation	Traditional tales 4

and SPAG	(vocabulary building) Stories from familiar settings (3 weeks) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like. Use a and an according to whether the next words begins with a consonant or a vowel e.g a rock, an open box	weeks Traditional tales (alternative endings) 3 weeks Limericks 1 week I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap. I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, prepositions e.g. before, after, during, in, because of. I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use	poetry limericks 1 week Report 2 weeks Adventure stories 3 weeks Use headings and subheadings to aid presentation *Plan his/her writing by discussing and recording ideas within a given structure* *I can draft and write material such as instructions, using headings and sub-headings to organise my work.* *I can identify word families based on root words e.g. solve, solution, solver, dissolve, insolubl*	the same author 2 weeks Haiku, tanka and kennings poems 2 weeks Explanations I can draft and write descriptive work that creates settings, characters and plots. I can use paragraphs to organise my writing so that blocks of text group related material.	take one poet- (2 weeks) Persuasive letter writing Begin to use inverted commas to punctuate direct speech. I can proof read my work by reading it aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed. I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed. I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted	weeks dialogue (characterisation) Take one poet – poetry appreciation 2 weeks I can create new words using a range of prefixes including super-, anti-, auto-. Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

		conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. I can re-read my work to improve it for my audience			commas	
Cross curricular **Reading speaking and listening**	Instructions recipe for tapas Descriptive writing describing tapas	Diary entry	Report	Setting description	Explanation	Persuasive letter writing
Maths	**<u>Number and place value</u>** **Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.** **Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).** Compare and order	**<u>Multiplication and division</u>** **Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.** **Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she**	**<u>Fractions</u>** **Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.** **Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with**	**<u>Statistics</u> Recognise and show, using diagrams, equivalent fractions with small denominators.** Add and subtract fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7. . Compare and order unit fractions, and fractions with the	**<u>Measure</u>** **Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).** Measure the perimeter of simple 2-D shapes. **Add and subtract amounts of money to give change, using**	Revisit and revise Additon and subtraction problem solving Multiplication problem solving **Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.**

	numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. **Solve number problems and practical problems involving these ideas.** **<u>Addition and subtraction</u>** **Add and subtract numbers mentally, including a three-digit number and ones.** **Add and subtract numbers mentally, including a three-digit number and tens.** **Add and subtract numbers mentally, including a three-digit number and hundreds.**	**knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.** **<u>Measure</u>** **Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.** Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events e.g. calculate the time taken by particular events or tasks.	**small denominators.** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	same denominators. **Interpret and present data using bar charts, pictograms and tables.** Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.	**both £ and p in practical contexts.** **Problem solving involving measure**	Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events e.g. calculate the time taken by particular events or tasks.

	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					
PSHCE **Jigsaw** Following School Syllabus	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Science	Light Notice that light is reflected from surfaces. *I can show that light is reflected from surfaces.* Recognise that	Rocks Recognise that soils are made from rocks and organic matter. *I can explain that soils are made from rocks and organic matter.*	Animals including humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces and magnets Compare how things move on different surfaces. *I can compare how things move on different surfaces.* Notice that some	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Plants Investigate the way in which water is transported within plants. *I can investigate the way in which water is transported within*

	he/she needs light in order to see things and that dark is the absence of light. *I can explain that I need light in order to see things and that dark is the absence of light.* Recognise that light from the sun can be dangerous and that there are ways to protect eyes. *I can explain that light from the sun can be dangerous and that there are ways to protect eyes.* Recognise that shadows are formed when the light from a light source is blocked by a solid object. *I can show how shadows are formed when the light from a light source is blocked by a solid object.* Find patterns in the way that the size of shadows change. *I can show that there are patterns in the way that the size of shadows change.*	Describe in simple terms how fossils are formed when things that have lived are trapped within rock. *I can describe simply how fossils are formed when things that have lived are trapped within rock.* Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. *I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.*	*I can explain why humans and some other animals have skeletons and muscles.* Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. *I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.*	forces need contact between two objects but magnetic forces can act at a distance. *I can see that some forces need contact between two objects but magnetic forces can act at a distance.* Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. *I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.* Observe how magnets attract or repel each other and attract some materials and not others. *I can observe how magnets attract or repel each other and attract some materials and not others.* Describe magnets as having two poles.	*I can explain what different parts of flowering plants do.* Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plant to plant. *I can explore the requirements of plants for life and growth and how they vary from plant to plant.*	*plants.* Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*

				I can describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. *I can predict whether two magnets will attract or repel each other, depending on which poles are facing.*		
	Working scientifically statements taught throughout the year. Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus). *I can ask questions and use different types of scientific enquiries to answer them.* Set up simple practical enquiries, comparative and fair tests (Year 3 focus.) *I can set up simple practical enquiries, comparative and fair tests.* Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus). *I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.* Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus). *I can gather, record, classify and present data in a variety of ways to help with answering questions.* Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus). *I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.* Report on findings from enquiries, including oral and written					

	explanations, displays or presentations of results and conclusions (Year 3 focus). *I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.* Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus). *I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.* Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). *I can explain differences, similarities or changes related to simple scientific ideas and processes.* Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). *I can use straightforward scientific evidence to answer questions or to support my findings.*					
COMPUTING (Switched On Units)	Online Safety Weeks – 3 Programs – 2Connect (Mind Map) 2Blog (Blogging) Writing Templates Display boards	Coding Unit 3.1 Coding Number of Weeks – 6 Main Programs – 2Code	Spreadsheets/ graphing Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate	Touch-typing Unit 3.4 Touch-Typing Weeks – 4 Programs – 2Type Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, Writing Templates	Email Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email	Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question Unit 3.8 Graphing Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Blogging)

Music	CHARANGA Three little birds unit	Christmas performance – Singing and performing	CHARANGA Bringing us together unit	CHARANGA Reflect rewind and replay unit	Recorders Including some notation	Recorders including some notation
Geography	Locate European countries in Europe look at key human and physical features of Spain Introduce compass points discuss climates and compare and contrast using bar charts Fieldwork recording temperatures.			Locate world's countries focusing on the Americas. Key human and physical features of north and south America Use full 8 point compass points. Field work with directions Symbols and keys and map use.		A local history study of Titus Salt and Bradford in that era. Industrial revolution Working standards Trade links – Leeds Liverpool canal
Art	<u>Taking inspiration</u> • Replicate some of the techniques used by notable artists, artisans and designers. <u>Mastering techniques</u>	<u>Developing ideas</u> • Develop ideas from starting points <u>Mastering techniques</u> **Painting** Use watercolour paint to produce washes for backgrounds then add	<u>Mastering techniques</u> **Collage** • Select and arrange materials for a striking effect. • Ensure work is precise.	<u>Mastering techniques</u> Drawing • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show	<u>Developing ideas</u> Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways.	<u>Taking inspiration</u> Create original pieces that are influenced by studies of others <u>Mastering techniques</u> **Digital Media** • Create images, video

	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. Experiment with creating mood with colour.	detail.		light and shadow. • Use hatching and cross hatching to show tone and texture.	• Comment on artworks using visual language.	and sound recordings and explain why they were created
DT	**Autumn** –Healthy and Varied diet **Designing -** Design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use sketches/ICT **Making** – Plan ingredients, utensils and equipment. Prepare and combine ingredients. Choose ingredients to make appropriate food products. **Evaluating -** Carry out sensory evaluations of ingredients and products. Record the evaluations using tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design. **Technical knowledge and understanding -** Know about a range of ingredients appropriate for their product, know if they are grown, reared or caught. Know and use technical and sensory vocabulary		**Spring** –Shell structures **Designing** Generate and design criteria collaboratively through discussion, focusing on user and purpose of the product. Analyse existing products and use sketches and prototypes to model and communicate ideas. **Making** Order and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choices referring to aesthetic qualities. **Evaluating i**nvestigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.Test and evaluate their own products **Technical knowledge and understanding** Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes. Know and use technical vocabulary relevant to the project.		**Summer – Levers and linkages** – **Designing** Generate own design criteria through discussion, focusing on the needs of the user.Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** Order and Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. **Evaluating** analyse books and products with lever and linkage mechanisms.Evaluate their own products and ideas against criteria and user needs, as they design and make **Technical knowledge and understanding** Understand and use lever and linkage mechanisms.Distinguish between fixed and loose pivots.Know and use technical vocabulary relevant to the project.

PE	Hockey Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Gymnastics • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands).	Tennis Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	<u>Outdoor and adventurous activities</u> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	Cricket Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Athletics <u>Athletics</u> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.
	(Same as outdoor) NC: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:					

	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Swimming</u> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.