

YEAR 3	Autumn		Spring		Summer	
English	Fiction Stories with familiar settings(Horrid Henry by Francesca Simon), Myths, legends, fables – Viking Sagas Non-fiction Information texts(Romans), Persuasive Texts(Vikings) Poetry Shape poems, Calligrams and Traditional Poems		Fiction Tales from other cultures, fairy stories and playscripts. Non-fiction Non-chronological Reports (Wonders of the World), Explanation Texts and Instructions		Fiction Plays and dialogue, Adventure Stories(The Tunnel/Narnia) Non-fiction Recounts Poetry Poems to perform, Humorous poems	
Maths	Number Counting Place value and partitioning Compare and order Addition and Subtraction Mental addition and subtraction of two digit numbers Number pairs Measures Standard units - mass Sensible estimates Reading scales-marked divisions Multiplication & division Times table facts Multiply a teens by a single digit Scaling Measures - Time Time conventions Read the time to five minutes Analogue , digital, Roman Geometry: properties of shapes Right angles	Number Place value Round to nearest 10 Addition and Subtraction Mental addition and subtraction of two digit numbers Small difference Measures – money Equivalence Fractions Compare / order unit fractions Equivalence Unit fraction of amounts Statistics Bar charts – scales axis Venn and Carroll diagrams	Number Count Place value and partitioning Read and write Addition and Subtraction Number pairs Preparing for standard written methods Measures Standard units - length Estimate and measure Perimeter Multiplication & division Times table facts Multiply a two digit by single digit Divide using known facts Measures - Time Read the time to one minute Analogue and digital A.M. and P.M. Statistics Pictograms – interpret and present Sort sets of mixed data	Number Sequences Estimation Addition and Subtraction Number pairs to 100 Formal columnar addition and subtraction Measures – money Change Money notation Fractions Proper fractions Equivalence Fraction pairs – total one whole Geometry: properties of shapes Horizontal, vertical, parallel and perpendicular lines Describe and construct 3-D shapes	Number Compare and order < > Estimate points on a number line Addition and Subtraction Mental: multiples of 10 and 100 Formal columnar addition Formal columnar subtraction Measures Standard units – volume Sensible estimates Reading scales-marked divisions Multiplication & division Times table facts Divide and multiply a two digit by single digit number Measures - Time Read the time fluently – using analogue and digital clocks 24 hour clock Geometry: properties of shapes Symmetry Describe and construct 2-D shapes	Number Half-way between Round to nearest 10 or 100 Addition and Subtraction Secure formal columnar addition and subtraction Estimate and use inverse Difference Measures – money Rounding to estimate Equivalence Fractions Understand factions as numbers Understand fractions as division Add and subtract fractions Statistics Interpret and present data in meaningful ways

	Invaders	Wonders of the World	Growth
Themed Learning	<p><u>Art - Drawing, painting skills</u> I can show facial expressions in my art. I recognise when art is from different historical periods. I can identify the techniques used by different artists. I can use sketches to produce a final piece of art.</p> <p><u>DT – Textiles</u> I can design a product and make sure that it looks attractive. I can choose a textile for both its suitability and its appearance. I can select the most appropriate tools and techniques for a given task.</p> <p><u>History – Vikings / Romans</u> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can explain some of the times when Britain has been invaded. I can use research skills to find answers to specific historical questions. I can research in order to find similarities and differences between two or more periods of history</p> <p><u>Geography (Europe)</u> I can use an atlas by using the index to find places. I can describe how volcanoes are created.(Pompeii-Rome) I can locate and name some of the world’s most famous volcanoes. I can describe how earthquakes are created. I can use the correct geographical words to describe a place.</p>	<p><u>Art</u> I can create a background using a wash. I can use a range of brushes to create different effects in painting. I can use different grades of pencil to shade and to show different tones and textures. I recognise when art is from different cultures.</p> <p><u>DT (Famous Buildings)</u> I can select the most appropriate tools and techniques for a given task. I can work accurately to measure, make cuts and make holes. I can make a product which uses both electrical and mechanical components.</p> <p><u>History</u> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can use research skills to find answers to specific historical questions.</p> <p><u>Geography (World)</u> I can use an atlas by using the index to find places. I can name a number of countries in the northern hemisphere. I can use the correct geographical words to describe a place.</p> <p><u>Working Scientifically</u> I can ask relevant scientific questions. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explain why it is fair. I can make careful and accurate observations, including the use of standard units. I can draw conclusions and suggest improvements. I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry.</p>	<p><u>Art:</u> I can use digital images and combine with other media in my art. I can identify the techniques used by different artists. I can show facial expressions in my art. I can use sketches to produce a final piece of art.</p> <p><u>DT</u> I can describe how food ingredients come together.</p> <p><u>Geography</u> I can use the correct geographical words to describe a place. I can use some basic Ordnance Survey map symbols. I can use grid references on a map.</p> <p><u>Working Scientifically</u> I can ask relevant scientific questions. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explain why it is fair. I can make careful and accurate observations, including the use of standard units. I can draw conclusions and suggest improvements. I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry.</p> <p><u>Science –Plants</u> I can describe the function of different parts of flowing plants and trees. I can explore and describe the needs of different plants for survival. I can explore and describe how water is transported within plants. I can describe the plant life cycle, especially the importance of flowers.</p> <p><u>Science Targets - Exceeding Year 3 Expectations</u> I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables. I can use my findings to draw a simple conclusion. I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and speed dispersal</p>

Science - Rocks

I can compare and group rocks based on their appearance and physical properties, giving a reason.

I can describe how fossils are formed.

I can describe how soil is made.

I can describe and explain the difference between sedimentary and igneous rock.

Exceeding Year 3 Expectations

I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables.

I can use my findings to draw a simple conclusion.

I am beginning to relate the properties of rocks with their uses

Science - Animals, including humans

I can explain the importance of a nutritious, balanced diet.

I can explain how nutrients, water and oxygen are transported within animals and humans.

I can describe and explain the skeletal system of a human.

I can describe and explain the muscular system of a human.

I can describe the purpose of the skeleton in humans and animals.

Science Targets - Exceeding Year 3 Expectations

I can explain how the muscular and skeletal systems work together to create movement.

I classify living things and non-living things by a number of characteristics that I have thought of.

I can explain how some living things depend on one another to survive.

<p>Discrete Learning</p>	<p><u>Working Scientifically</u> I can ask relevant scientific questions. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explain why it is fair. I can make careful and accurate observations, including the use of standard units. I can draw conclusions and suggest improvements. I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry</p> <p><u>Science - Light</u> I can describe what dark is (the absence of light). I can explain that light is needed in order to see. I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I can explain the danger of direct sunlight and describe how to keep protected.</p> <p><u>Science Targets - Exceeding Year 3 Expectations</u> I can explain why lights need to be brighter or dimmer according to need. I can explain why a shadow changes when the light source is moved closer or further from the object.</p> <p><u>Science – Forces and magnets</u> I can explore and describe how objects move on different surfaces. I can explain how some forces require contact and some do not, giving examples. I can explore and explain how objects attract and repel in relation to objects and other magnets. I can predict whether objects will be magnetic and carry out an enquiry to test this out. I can describe how magnets work. I can predict whether magnets will attract or repel and give a reason</p> <p><u>Science Targets - Exceeding Year 3 Expectations</u> I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables. I can use my findings to draw a simple conclusion. I can investigate the strengths of different magnets and find fair ways to compare them.</p>	<p><u>Computing Targets – A Year 3 Computer User Knowledge and understanding</u> I understand the need for rules to keep me safe when exchanging learning and ideas online. I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. I use strategies to verify information, e.g. cross-checking. I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. I understand that copyright exists on most digital images, video and recorded music. I understand the need to keep personal information and passwords private. I understand that if I make personal information available online it may be seen and used by others. I know how to respond if asked for personal information or feel unsafe about content of a message. I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy. I know how to report an incident of cyber bullying. I know the difference between online communication tools used in school and those used at home. I understand the need to develop an alias for some public online use. I understand that the outcome of internet searches at home may be different than at school.</p> <p><u>Skills</u> I follow the school’s safer internet rules. I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new. I can identify when emails should not be opened and when an attachment may not be safe. I can explain and demonstrate how to use email safely</p> <p><u>Music – (Morning of Music)</u> I can sing a tune with expression. I can play clear notes on instruments. I can use different elements in my composition. I can create repeated patterns with different instruments. I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved.</p>	<p><u>P.E</u> Outdoor and adventurous I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely.</p> <p><u>Computing Targets – A Year 3 Computer User Digital literacy</u> I use technology respectfully and responsibly. I know different ways I can get help if I am concerned. I understand what computer networks do and how they provide multiple services. I can discern where it is best to use technology and where it adds little or no value.</p> <p><u>Music</u> I can sing a tune with expression.</p> <p><u>PE</u> <u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 15 metres Use a range of strokes effectively - front crawl, backstroke. Perform safe self-rescue in different water-based situations.</p> <p><u>Athletics</u> I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do.</p> <p><u>MFL French</u> <u>Speaking</u> I can ask a question. I can name people, places and objects. I can choose the right word to complete a phrase or short sentence.</p> <p><u>Reading</u> I can use simple dictionaries to find the meaning of words.</p> <p><u>Writing</u> I can copy a simple phrase. I can write phrases from memory. I can say what I like/dislike about a familiar topic.</p>
---------------------------------	--	--	--

Computing Targets – A Year 3 Computer User Algorithms and programming

I can design a sequence of instructions, including directional instructions.
I can write programs that accomplish specific goals.
I can work with various forms of input.
I can work with various forms of output.

Information technology

I can use a range of software for similar purposes.
I can collect information.
I can design and create content.
I can present information.
I can search for information on the web in different ways.
I can manipulate and improve digital images.

Music

I can sing a tune with expression.
I can create repeated patterns with different instruments.
I can combine different sounds to create a specific mood or feeling.

PE

Dance I can improvise freely and translate ideas from a stimulus into movement.
I can share and create phrases with a partner and small group.
I can repeat, remember and perform phrases.

Gym

I can adapt sequences to suit different types of apparatus and criteria.
I can explain how strength and suppleness affect performance.
I can compare and contrast gymnastic sequences.

MFL (French)

I can name and describe an object.
I can have a short conversation saying 3-4 things.
I can give a response using a short phrase.
I am starting to speak in sentences.

SMSCC- New beginnings / Good to be me / Going for goals (SEAL)

RE - Islam (Visit to Mosque) / Christmas

PE - Swimming

Swim competently, confidently and proficiently over a distance of at least 10 metres
Use a range of strokes effectively - front crawl.
Perform safe self-rescue in different water-based situations.

Games

I can throw and catch with control.
I am aware of space and use it to support team-mates and to cause problems for the opposition.
I know and use rules fairly.

MFL French

Speaking

I can join in with songs and rhymes.
I can respond to a simple command.
I can answer with a single word or short phrase.

Reading

I can read and understand single words and short phrases.

Writing

I can copy and write single words or labels correctly.
I can copy a simple phrase.

SMSCC- Relationships / Getting on and falling out / Say no to bullying (SEAL)

RE - Journeys / Easter

SMSCC- Healthy lifestyles / Drugs, alcohol and smoking / Changes (SEAL)

RE - Signs and Symbols (Visit a local area: places of worship)

Explanatory notes

1. The purposes of the whole school long term plan are:
 - a. To ensure that the statutory requirements of the national curriculum are delivered in our themed curriculum.
 - b. To guide teachers with the content of the themed curriculum; this will inform their medium term planning.
 - c. To give an overview of learning; this will inform their medium term planning.
 - d. Teachers will plan for the application of core skills and ICT opportunities **through** the learning curriculum (As writers, as mathematicians, as readers, using ICT).
 - e. The learning for each subject will be pitched from levels 1-5 and differentiated appropriately using the key skills in the curriculum planning and assessment.
2. The themed learning curriculum will incorporate History, Geography, Art and DT. Other subjects will be integrated as appropriate to the learning.
 - a. In History, children develop historical skills of chronological understanding, historical enquiry and historical interpretation through their knowledge and understanding of the breadth of study. They organise and communicate their ideas in a range of ways (1-5 national curriculum).
 - b. In Geography, children develop their geographical enquiry and geographical skills through learning about places, patterns and processes and environmental change and sustainability (1-2 national curriculum).
 - c. In Art, children develop drawing and painting skills on a termly basis and develop skills in collage, textiles, digital media, printing and 3D over each year. Each year children will focus on particular artists/craftspeople. Children will always have the opportunity to explore ideas and experiment and evaluate their piece of Art. Where applicable links are made to the relevant DT skills (1-5 national curriculum).
 - d. In DT, children develop the skills of developing, planning and communicating ideas and evaluating processes and products across the contexts of Food, Textiles, Mechanisms and Structures in KS1 and Food, Textiles, Mouldable Materials and Stiff and Flexible Materials. Children will develop a product using electrical and mechanical components as part of their Science units (1-5 national curriculum.)

Note about Maths

Block C Handling data and measures does not have to be taught explicitly through Numeracy lessons and can be built into Science and other areas of the curriculum. Also, where possible, tie in objectives for the week from a mixture of blocks. The Hamilton Trust plans are very good at doing this, although the content can sometimes spread over more than one week.

History - Pink
Geography - Blue
Art - Violet
DT - Red
Science - Lime

Music - Light Orange
PSHCE - Rose
ICT - Sky Blue
PE - Black
RE - Lavender
MFL - Grey 40%