Lionel Walden Primary School: Long Term Plan – Year 3

Area of	Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills	Values	Kindness, Thoughtfulness, Respect, Resilience	Curiosity, Courage, Teamwork	Ready, Respectful and Safe			
	Wider Experience	Harvest Food Bank Appeal	Church Carol Concert Remembrance Day	Internet Safety Week Anti-Bullying Week Healthy Week	World Book Day Science Week	International Week King's Coronation	Life Education Bus
	PSHE/RSE	Myself & My Relationships Beginning & Belonging	Myself & My Relationships My Emotions	Citizenship Working Together Healthy & Safer Lifestyles	Diversity and Communities	Healthy & Safer Lifestyles Managing Safety & Risk Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education
	English Key Texts	Stone Age Boy Autumn Is Here Poem	Skara Brae The Incredible Book Eating Boy	The Secret of Black Rock – Narrative Adventure The Journal of Iliona A Young Slave Girl - Diary	An anthology of intriguing animals – non-chronological report	The Street Beneath My Feet – Explanation Wolves in the Walls – Narrative Suspense	Theseus and the Minotaur – Myth The Magic Paintbrush - Narrative
	Writing Outcomes	Writing to entertain – Poetry Writing to entertain – Narrative	Writing to persuade – Holiday brochure Writing to entertain – Narrative comedy	Writing to entertain – Narrative adventure Writing to inform - Diary	Writing to Inform – Non- chronological report	Writing to Inform – explanation text Writing to entertain – narrative suspense	Writing to entertain – myth Writing to entertain - narrative
Languages	MFL - French	I'm Learning French Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French	Animals – Les Animaux Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/ determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'ge suis' (I am), from the infinitive verb 'être' (to be).	Musical Instruments – Les Instruments Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/ determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high-frequency '1st person regular verb 'je joue' (I play) with up to ten different instruments.	Fruits – Les Fruits Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.	Ancient Britain Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.	Ice creams – Les Glaces Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.
Σ	Maths	Place value within 1,000 Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass Capacity	Fractions Money Time	Time Angles and properties of shape Statistics
STEM	Science	Animals including humans (Biology) – Why do animals have skeletons? What is a healthy diet and why is it important?	Forces and magnets (Physics) – How do magnets work and what can they be used for?	Rocks and soils (Chemistry & same? What is in soil? Compare and group together different ki and simple physical properties		Light (Physics) – What is a shadow? Recognise that they need light in order to see things and that dark is the absence of light.	Plants (Biology) – Why do plants have flowers? Identify and describe the functions of different parts of flowering

		Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet. Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Compare how things move on different surfaces. Know how a simple pulley works and use making lifting an object simpler. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract and repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets with attract or repel	Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter		Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.	plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
	DT	Hunter gatherer – seasonality. Making Stone Age Stewed Fruit.	Juggling Balls	Healthy Week – understand seasonality	Battery Operated Lights	Edible Garden	Edible Garden
	Computing	Online Safety	Online Safety	Online Searchers and Surfers	Coding with Scratch	Presentation Skills	Programming with Scratch
Humanities	Geography	Mountains Describe key features of mountains and how they are formed Describe the climate of the mountains and explore mountain life Locate UK Mountain ranges		United Kingdom Compare and contrast the different countries of the UK Identify where I live in the UK and locate the UK's major cities Identify physical characteristics of the UK Understand how people have affected the UK's landscape Describe and explain the sorts of industries in which people in the UK work.		North America Locate North America on a world map and explore the landscape Identify countries within North America and the states within the USA Explore the physical geography of the Rockies Describe the physical geography of Mount St Helens and the impact it has on the surrounding area Compare the landscapes of different US states Compare New York State, New York City and where I live	
	History	The Stone Age to The Iron Age NC Obj: changes in Britain from the Stone Age to the Iron Age eg Iate Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture		The Romans NC Obj: the Roman Empire and its impact on Britain eg - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		The Tudors NC Obj: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
	RE	 Recalling the different be 	Who are the 'Saints of God' and why are they important? should be able to learn about reliefs and practices of Christianity and at legious and moral stories from at least three	ast one other religion.	Is Easter a festival of new life or sacrifice?	What is important for Jews about being part of God's family?	What do we mean by the 'bread of life'?

		 Understanding what it looks like to be a person of faith. Using key words and vocabulary related to Christianity and at least one other religion. and to learn from religion and belief by: Suggesting and find meanings behind different beliefs and practices. Suggesting meanings of some religious and moral stories and suggest how these relate to right and wrong. Asking and responding to questions about what individuals and faith communities do and why. Using a range of different medium to creatively express their own ideas, thoughts and opinions. Beginning to explain their ideas. Expressing their own ideas and opinions and begin to give good reasons for those ideas. Using a range of different medium to express their thoughts. 						
e Arts	Art & Design	Cave Paintings & Drawings Stonehenge 3D model	Create Iron Age brooch / shield Sculpture – clay pots. (Bronze Age Beaker people)	European Art	Collage & mosaics	The Tudor Rose Self-portraits (Hans Holbein) Fruit & Vegetables	Fruit & Vegetables cont'd	
Creativ	Music	Charanga Mamma Mia	Discovering Music From the Americas – Latin Styles	What Shall We Do With The Drunken Sailor	Charanga In The Groove Bhangra Version	Charanga Musical Styles – How does music make a difference to our lives?	Charanga Recognising Different Sounds, How does music connect us with our planet?	
Sports	PE & Games	Dance / Hockey Rugby Tots	Street Dance Rugby Tots	Gym / Playground Games	Gym / Netball	Swimming Athletics	Swimming Rounders /Cricket	