



YEAR 3 CYCLE 2 LONG TERM PLAN 2022 to 2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Planning, drafting, editing, publishing and sharing to an audience</p>					
	<p>Autobiography Narrative <i>Stone Age Boy</i> Instructions <i>'How to Wash a Woolly Mammoth'</i></p>	<p>Non Chronological Report <i>Iron Age</i> Report <i>'Secrets of Stonehenge'</i> Poetry <i>Wolf poetry</i></p>	<p>Play Scripts <i>'Roman Invasion'</i> Poetry Cadence calls / marching songs'</p>	<p>Roman Myths <i>'Romulus and Remus'</i> Newspaper report <i>'Boudicca's revolt'</i> Diary entry / Narrative <i>Escape from Pompeii</i></p>	<p>Narrative 'Anglo Saxon Legends King Arthur and the knights of the round table' Chronological Report <i>Sutton Hoo</i></p>	<p>Instructions <i>'Making a longboat'</i> Newspaper report <i>Discovery of Staffordshire hoard</i></p>
Writing Ed Shed - Weekly SPAG lessons, plus dictation and practice activities	<ul style="list-style-type: none"> ● Spell words which are often misspelt from the Y3-4 list ● Use the possessive apostrophe accurately with plurals ● Use a dictionary to check a spelling ● Use appropriate handwriting joins, including choosing unjoined letters ● Adopt the features of existing texts to shape own writing ● Build sentences with varied vocabulary and structures ● Organise paragraphs around a theme ● Develop detail of characters, settings and plot in narratives ● Use simple organisational devices in non-fiction ● Suggest improvements to grammar and vocabulary ● Proofread own work for spelling and punctuation errors 			<ul style="list-style-type: none"> ● Read aloud using appropriate intonation, tone and volume ● Use a range of conjunctions to extend sentences with more than one clause ● Choose nouns and pronouns for clarity and cohesion ● Use conjunctions, adverbs and prepositions to express time, cause & place ● Use fronted adverbials ● Understand the difference between plural and possessive '-s' ● Recognise and use standard English verb inflections ● Use extended noun phrases, including with prepositions ● Use and punctuate direct speech correctly 		
Reading Daily Accelerated Reader / Whole Class Reading/ Guided Reading	<ul style="list-style-type: none"> ● Read aloud and understand words based on knowledge of root words, prefixes and suffixes ● Read further exception words, including those with unusual spelling/sound links ● Retell some fairy tales or traditional tales orally ● Identify themes and conventions in a range of books ● Perform plays and poetry aloud using intonation, tone, volume and action ● Recognise some different forms of poetry ● Use dictionaries to check the meanings of words 			<ul style="list-style-type: none"> ● Check that a text makes sense, including explaining the meaning of words in context/Identify and summarise the main ideas drawn from more than one paragraph ● Draw inferences about feelings thoughts and motives ● Use evidence to justify inferences ● Discuss words and phrases which capture the reader's interest ● Identify how language contributes to meaning ● Identify how structure and presentation contribute to meaning ● Retrieve and record information from non-fiction texts 		



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<p>Maths Whiterose https://whiterosemaths.com/</p>	<p>Place Value Partition, compare, order, and represent numbers to 1,000.</p> <p>Addition and Subtraction Add and subtract 1s, 10s and 100s across 10s and 100s.</p>	<p>Addition and Subtraction Add and subtract 3-digit and 2-digit numbers using exchange.</p> <p>Multiplication and Division. Multiplying and dividing by 3, 4 and 8.</p>	<p>Multiplication and Division Multiply and divide a 2-digit by a 1-digit number using exchange.</p> <p>Length and perimeter Measuring length in m, cm and mm. Measure and calculate perimeter.</p>	<p>Fractions Recognise and find a half, quarter and third. Use unit fractions and non-unit fractions.</p> <p>Mass and Capacity Measure and compare mass and capacity.</p>	<p>Fractions Fractions of objects, compare, order, add and subtract fractions.</p> <p>Money convert pound and pence. Add and subtract money. Give change.</p> <p>Time Telling the time to 5 minutes and a minute. Using A.M and P.M and a 24 hour clock.</p>	<p>Time Finding and comparing durations. Measuring time in seconds. Problem solving with time.</p> <p>Shape Recognise and describe 2-d and 3-d shapes. Compare angles.</p> <p>Statistics Pictograms, bar charts and tables.</p>
<p>Science Science Bug https://www.activelearnprimary.co.uk/</p>	<p>Animals inc Humans Movement and Feeding</p> <ul style="list-style-type: none"> explain the importance of a nutritionally balanced diet describe how nutrients, water and oxygen are transported within animals and humans identify that animals, including humans, cannot make their own food: they get nutrition from what they eat describe and explain the skeletal system of a human describe and explain 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces observe that magnetic forces can be transmitted without direct contact observe how some magnets attract or repel each other classify which materials are attracted to magnets and which are not notice that some forces need contact between two objects, but magnetic forces can act at a distance 	<p>Rocks and Soil</p> <ul style="list-style-type: none"> compare and group together different rocks on the basis of their appearance and simple physical properties describe and explain how different rocks can be useful to us describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed describe in simple terms how fossils are formed when things that have lived are trapped 	<p>Light and Shadow</p> <ul style="list-style-type: none"> recognise that they need light in order to see things recognise that dark is the absence of light 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 	<p>Parts of Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) explain how they vary from plant to plant <p>Jan Ingenhousz (Photosynthesis) Joseph Banks</p>	<p>What Plants Need</p> <ul style="list-style-type: none"> 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



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<p>Key Scientist Focus</p>	<p>the muscular system of a human</p> <p>Adelle Davis (20th Century Nutritionist)</p> <p>Marie Curie (Radiation / X-Rays)</p>	<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet identify some magnetic materials describe magnets have having two poles (N & S) predict whether two magnets will attract or repel each other depending on which poles are facing <p>William Gilbert (Theories on Magnetism)</p> <p>Andre Marie Ampere (Founder of Electro-Magnetism)</p>	<p>within rock</p> <ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter <p>Mary Anning (Discovery of Fossils)</p> <p>William Smith Geology / Fossils</p> <p>Inge Lehmann (Earth's Mantle)</p>	<p>way that the size of shadows change</p> <p>James Clerk Maxwell (Visible and Invisible Waves of Light)</p>	<p>(Botanist)</p>	
<p>Working Scientifically</p>	<ul style="list-style-type: none"> use different ideas and suggest how to find something out make and record a prediction before testing plan a fair test and explain why it was fair set up a simple fair test to make comparisons explain why they need to collect information to answer a question measure using different equipment and units of measure record their observations in different ways - labelled diagrams, charts etc describe what they have found using scientific language make accurate measurements using standard units explain what they have found out and use their measurements to say whether it helps to answer their question use a range of equipment (including a data-logger) in a simple test 					
<p>History</p>	<p><u>Prehistoric Britain</u> <u>'Stone Age to Iron Age'</u></p> <p>Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages.</p>	<p><u>Romans</u></p> <p>Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society.</p>	<p><u>Anglo Saxons</u></p> <p>Know how Britain changed between the end of the Roman occupation and 1066. Know about how the Anglo-Saxons attempted to bring about law and order into the country.</p>			



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	Know what is meant by 'hunter-gatherers'	Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor.	Know that during the Anglo-Saxon period Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Use a timeline to show when the Anglo-Saxons were in England.
Geography		<p style="text-align: center;"><u>Volcanoes</u></p> Locate Italy on a map Identify similarities / differences between Britain and Italy (modern) Country shape, flag, population, climate, surrounding seas What a volcano is, its features and how different volcanoes are formed Layers of the Earth - crust, mantle, outer and inner, dome, composite and shield Active /Dormant Where volcanoes are located in the world (Ring of Fire) Famous volcanoes (Vesuvius, Mt Etna, Fuji, Krakatai, Vesuvius, Mount St Helens, Cotopaxi)	<p style="text-align: center;"><u>Europe study Settlements</u></p> Know at least five differences between living in the UK and a Mediterranean country. Use correct geographical words to describe a place (settlement types, land use, economic activity). Identify key features of Little Aston locality by using a map. Use 4 figure grid references. Plot NSEW on a map use N NE E SE S SW W NW. Use some basic OS map symbols. OS maps use scale 1:2500 and 1:10 000 and work out distances across number of squares.
Art	<p>Cave paintings Stone age Jewellery</p> Use sketchbooks to help create facial expressions and to experiment with different texture. Know how to use marks and lines to show texture in art. Know how to use line, tone, shape and colour to represent figures and forms in movement. Know how to sculpt clay and other moldable materials.	<p style="text-align: center;">Mosaic</p> Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques	<p style="text-align: center;">Technical drawing and Print design</p> Know how to integrate digital images into artwork Know how to print onto different materials using at least four colours. To create different effects using a pencil To add shadows and highlights to suggest three dimensions. Drawing around geometric shapes onto polystyrene foam and securing to a cork or clay, children make a stamp to create repeating patterns, varying configurations and their use of colour.



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<p>Design Technology (Kapow) https://www.kapowprimary.com/</p>	<p>Electrical systems: Electric poster Our new electric poster unit introduces children to various forms of 'Information design' before they are briefed to develop an electric museum display based on the Romans.</p>		<p>Food: Eating seasonally Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>		<p>Structures: Constructing a castle Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).</p>	
<p>Music (Kapow) https://www.kapowprimary.com/</p>	<p>Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.</p>	<p>Developing singing technique (Theme: the Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p>Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p>Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>



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<p>Computing NCCE National Centre for Computing</p>	<p>Data and Information - Branching Databases Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p>Programming A - Sequencing Sounds Sequencing in programming through Scratch. Introduction to the programming environment. Motion, sound, and event blocks to create their own programs, featuring sequences. Final project to make a representation of a piano.</p>	<p>Computing systems & Networks - Connecting Computers Understanding digital devices, with an initial focus on inputs, processes, and outputs. Comparing digital and non-digital devices. Computer networks that include network infrastructure devices like routers and switches.</p>	<p>Creating Media - Stop Frame Animation Use a range of techniques to create a stop-frame animation using tablets. Apply skills to create a story-based animation. Conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>Creating Media - Desktop publishing The terms 'text' and 'images' and understand they can be used to communicate messages. Use desktop publishing software and consider choices of font size, colour and type to edit and improve premade documents. Use terms 'templates', 'orientation' 'placeholders'. Understand how these support them in making their own template for a magazine front cover. Add text and images to own pieces of work using desktop publishing software..</p>	<p>Programming B - Events and Actions in Programs Links between events and actions, consolidate prior learning on sequencing. Moving a sprite in four directions (up, down, left and right). Explore movement within a maze, using design to choose an appropriately sized sprite. Introduce programming extensions, through pen blocks. Draw lines with sprites/ change the size and colour of lines. Design and code their own maze tracing program.</p>
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<p>E-Safety Project Evolve https://projectevolve.co.uk</p>	<p><u>Self-Image and Identity</u></p> <p>Explain what is meant by the term 'identity'.</p> <p>Explain how people can represent themselves in different ways online.</p> <p>Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p><u>Online Relationships</u></p> <p>Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p><u>Online Reputation</u></p> <p>Explain how to search for information about others online.</p>	<p><u>Online Bullying</u></p> <p>Describe appropriate ways to behave towards other people online and why this is important.</p>	<p><u>Managing Online Information</u></p> <p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p>	<p><u>Health, Well-being and Lifestyle</u></p> <p>Explain why spending too much time using technology can sometimes have a negative impact on anyone; give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p>	<p><u>Privacy and Security</u></p> <p>Give reasons why someone should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p><u>Copyright and Ownership</u></p> <p>Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>
<p>PSHE Entrust Staffordshire</p>	<p><u>Me and My School</u></p> <p>Recognise their strengths and contributions to the school. Identify challenges they face and steps they can take to overcome them. Face new challenges in a positive way.</p>	<p><u>Happy and Healthy Me</u></p> <p>Research, discuss and debate topical issues, problems and events. What makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health and how to make informed choices.</p>	<p><u>Me and My Relationships</u></p> <p>Recognise and name different body parts. Understanding families come in different forms. Describe a positive friendship. How the body changes as they approach puberty. Be aware of different types of relationship, including marriage and those between friends and families.</p>	<p><u>Me and my Safety</u></p> <p>Identify risks in various situations. Keeping safe on the road. Investigate different influences both positive and negative.</p>	<p><u>Me and Other People</u></p> <p>Describe themselves, the local and wider community. Comparing and contrasting local communities and ethnicities.</p>	<p><u>Me in My World</u></p> <p>Researching where money comes from, how money can be used and good value for money. Study things we need to consider when buying things and the impact this can have on the environment.</p>



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<p>PE Aspire Coaches LTPE Planning Forest School</p>	<p>Invasion Games Running, dodging, chest push, catch, kick and foot dribble.</p>	<p>Gymnastics Floor shapes (crab, bridge, v-sit, shoulder stand, levers) Floor movement (side roll to knee, teddy bear roll, forward roll, dive forward roll and backward roll)</p>	<p>Dance Composition (explore, structure, develop and link) Performance (physical skill, audience and movement memory)</p>	<p>Net/Wall games Underarm throw, catch and one/ two hand strike for accuracy.</p>	<p>Strike and Field Games Overarm throw, underarm throw, catch and one/ two hand strike for power.</p>	<p>Athletics Overarm throw, jump for distance, jump for height, sprint run, long distance run, leap (hurdle) and chest push (power).</p>
<p>RE Entrust Staffordshire</p>	<p>Rules Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.</p>	<p>Religious Symbols Compare and contrast the use of symbols, actions and gestures used in worship by different communities Christmas Identify the meaning of Christmas to christians.</p>	<p>Religion in the Family Compare and contrast the practice of religion in the home in different religious communities.</p>	<p>Religious Festivals Investigate some features of key religious festivals and celebrations and identify similarities and differences. Easter</p>	<p>Creation Stories Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers.</p>	<p>Religious Figures Explore into the life of key religious figures and make links with teachings and practices of special significance to followers.</p>
<p>French (Kapow) https://www.kapowprimary.com/</p>	<p>French playground games - numbers and age Count in French 1-12 recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.</p>	<p>French greetings with puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are. Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</p>	<p>French adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal artworks.</p>	<p>In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>	<p>French transport Spot cognates and work out meaning. Transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport.</p>	<p>A circle of life in French Using dictionary skills to develop animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. Cross-curricular links with Science.</p>

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Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

					French is spoken in many countries around the world.	
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