Year 3 Long Term Plan 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**IDENTITY** **Stone Age – Iron Age** **Who was here first?**		**STEWARDSHIP** **'From seed to stomach'** **How would I live without a supermarket?**		**LEGACY** **Walk like an Egyptian** **How do we know so much when it happened 5000 years ago?**	
Please include hook, visits, enrichment activities	Reading / Stone Age Parent event: Light workshop & Wonderlab @ BMedia Museum	Library visit 'Free' cinema tickets Cliffe Castle- Stone Age	Food Growing farm project	Green Lane Café parent event	Leeds City Museum- Egyptians workshop and visit	Egyptian Performance (Parent Event) Gorge Scrambling
Audience and Purpose	**Audience:** parent invitation – Sharing stories around the camp fire **Purpose:** Write an adventure story to share with parents at the reading event.	**Audience:** who is the expert? –Y4 sharing experience **Purpose:** Share explanation text, artefacts and topic books with a y4 partner.	**Audience:** Ourselves! **Purpose:** to be a successful farmer at the visit	**Audience**: Parent Café **Purpose:** understand where our food comes from to create a special menu	**Audience:** Y2 (getting them excited for Y3) **Purpose:** be the expert – present stories and information about the Egyptians	**Audience:** the school hall Egyptian display **Purpose:** leave a legacy – showcase your knowledge through a medium of your choice (presentation, story, report, poster etc)
English	**Writing to entertain….** Potential style: Adventure texts Character description	**Writing to inform…** Potential style: Explanation **Writing to entertain**: Poetry	**Writing to entertain…** Potential style: Setting description Diary entries Poetry	**Writing to persuade…** Potential style: Brochure / poster **Writing to inform** Potential style: Non-chronological report	**Writing to entertain…** Potential Style: Myths and Legends Alternate fairy tales	**Writing to entertain** Potential style: Suspense Creative writing project (mixed style)
Supportive texts including class novels	**Fiction:** *'Stone Age Boy'* Satoshi Kitmura *'Ug: Boy Genius of the Stone Age'* Raymond Briggs *'The First Drawing'* Mordicai Gerstein **Non-fiction:** *'The Stone Age: Hunters Gatherers and Woolly Mammoths'* Marcia Williams *'Secrets of Stonehenge'* Mick Manning & Brita Granstrom *'The History Detective Investigates: Stone Age to Iron Age'* Clare Hibbert *'Stone, Bronze and Iron Ages'* Sonya Newland **Texts to read aloud:** *'Stig of the Dump'* Clive King *'Boy with a Bronze Axe'* Kathleen Fidler		**Fiction:** *'Weslandia'*- Paul Fleischman *'The Lost Words'* Robert MacFarlane & Jackie Morris *'Dear Greenpeace'* Simon James *'The Lorax'* Dr Seuss *'The drop in my drink: The story of water on our planet'* Meredith Hooper & Chris Coady **Nonfiction:** *'The 'Where on Earth' Book of: Rivers'* Susie Brooks *'Water'* Melissa Stuart *'A seed is sleepy'* Dianna Aston & Sylvia Long *'Botanicum'* Kathy Willis & Katie Scott **Texts to read aloud:** *'The Boy who Grew Dragons'* Andy Shepherd & Sara Ogilvie *'James and the Giant Peach'* Roald Dahl *'Fastest Boy in the World'* Elizabeth Laird		**Fiction:** *'Egyptian Cinderella'* Shirley Climo *'Ancient Egypt: Tales of Gods and Pharaohs'* Marcia Williams *'The Scarab's Secret'* Nick Would and Christina Balit **Non-fiction:** *'The Egyptian Adventure (Histronauts)'* Frances Durkin & Grace Cooke *'The Story of Tutankhamun'* Patricia Cleveland-Peck and Isabel Greenberg *'If I were a kid in Ancient Egypt'* Cobblestone *'Pharaoh's fate'* Camille Gautier & Stepanie Vernet **Texts to read aloud** *'Time Travelling Cat and the Egyptian Goddess'* Julia Jarman '*There's a Pharaoh in my Bath'* Jeremy Strong	
Maths	Place value Counts from 0 in multiples of 2,3,4,5,8,10,50,100 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order nos up to 1000. Read and write nos up to 1000 in numerals and in words. Identify, represent and estimate numbers using	Addition and subtraction Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s. Add and subtract 3 digit nos, beginning to progress to a formal method, demonstrating an understanding of exchanging. Solve number problems and practical problems involving these ideas.	Multiplication and Division Recall and use multiplication and division facts for the (2,5 and 10) 3, 4 and 8 multiplication tables. Write and calculate maths statements for x and ÷ using the tables they know, including 2 digit numbers times 1-digit numbers, using mental and progressing to formal written methods.	Fractions 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams and equipment, equivalent fractions with small denominators.	Measure Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell/write the time from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24-hr clocks. Est. and read time with increasing acc. to nearest min; record/compare time	Shape and Space Measure the perimeter of simple 2-D shapes. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise that angles are a property of shape or a description of a turn. Identify right angles, recognise that 2 right angles make a 1/2 turn, 3 make 3/4 of a turn and 4 a comp. turn.

	different representations.	Add and sub numbers with up to 3 digits, using **formal written methods of columnar add and sub.** Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, inc missing no problems, using number facts, place value, and more complex add/sub.	Solve problems and missing number problems, involving x and ÷, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Add and sub 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 same denominators.	in secs, mins, hrs. Use vocab such as o'clock, a.m/p.m, morn, aft, noon and midnight Know the no of seconds in a minute and the number of days in each month, year and leap year.	Identify whether angles are greater or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Science	Light and Shadows Recognise that they need light in order to see things and 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 way that the size of shadows change.	Rocks and Soils Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.	Skeletons and muscles Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Water Cycle)	Friction and Magnetism Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Scientific Skills Focus Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings.
History	Concepts: Some civilisations are at different stages of development than others but follow similar trends That civilisations follow a journey of acceleration and decline Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle Know that location can affect the historical development of a civilisation	Concepts: Some civilisations are at different stages of development than others but follow similar trends That civilisations follow a journey of acceleration and decline Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle Skills: evaluate conditions between past, present, and			Concepts: Some civilisations are at different stages of development than others but follow similar trends That civilisations follow a journey of acceleration and decline Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle Know that location can affect the historical development of a civilisation.	Concepts: Some civilisations are at different stages of development than others but follow similar trends Knowledge: know about characteristics of 2 different civilisations and to know the difference in lifestyle Know that location can affect the historical development of a civilisation

	Skills: Interrogate a range of sources & evaluate their usefulness and liability Pose appropriate questions and precisely answer them	express reason for a preference critically. Compare and contrast similarities and differences between the ages.			Skills: Analyse 2 civilisations in order to make links between causes of similarities and differences. Evaluate conditions between past, present, and express reason for a preference critically. Compare and contrast similarities and differences between the Egypt and Stone Age.	
Geography			Locational knowledge: to know counties, cities, geographical regions of the U.K. (Links to regional farming and produce.) Concept: Understand the importance of rivers on human activity now (local rivers and farming)	Concept: Understand the importance of rivers on human activity now (local rivers and farming) Identify the effect of rivers on human activity. Identify key physical features on a map & be able to describe them using appropriate locational & geographical language Explain the water cycle. Identify key physical features on a map & be able to describe them using appropriate locational & geographical language	Skills: locate Egypt on a map & describe the location in terms of the equator. Identify the effect of rivers on human activity.	Concept: Understand the importance of rivers on human activity now and in the past (River Nile & Gorge Scrambling)
Art	Cave Paintings To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		Life and Plant Drawings Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.		Artist focus Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Egyptian Death Mask Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
DT		Re-create Stone Age Artefacts: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		Green Lane Café: Understand the source, seasonality and characteristics of a broad range of ingredients Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet		

		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces				
RE	Key question: What do different people believe about God? Talk or write about key teachings with increased depth. Identify the key details of some stories. Explain why stories and symbols are significant to believers. Respond to others' identity and experiences.	Assessment Opportunities: **AT 1:** Retell different religious stories and the morals that they tell. **AT 2:** How might having a belief in god change the way people act and behave?	Key question: How do faith communities demonstrate what is sacred? Talk or write about places of worship with increased depth. Identify key details of some stories. Talk or write about religious symbols and their significance to believers. Explain why are significant to believers. Talk or write about religious worship with increased depth.	Assessment opportunities **AT1 -** Compare different religious traditions based on their places of worship. **AT2 -** How do religious people demonstrate their faith in their place of worship, at home and in public?	Key question: How do believers use symbolism to show their beliefs? Respond to others' identity and purpose. Respond to questions about meaning and purpose. Recognise that values, attitudes, and commitments are often rooted in religious teachings and authority. Understand that symbols have meaning	Assessment opportunities: **AT1 -** What is the purpose of symbols in a religion? **AT2 -** How do you use symbols to express your identity and values?
PHSCE	To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To realise the consequences of antisocial and aggressive behaviours on individuals and communities. To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	To understand strategies for keeping physically and emotionally safe including safety in the environment, (including rail, water and fire safety) and safe places to play and personal safety. To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people. To understand that pressure to behave in a risky way can come from a variety of sources, including people they know.	To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, and that some are legal. To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. To recognise opportunities to make their own choices about food and the benefits of eating a balanced diet.	To learn about the role money plays in their own and others lives. To learn about enterprise and the skills that can make someone 'enterprising.'	To work collaboratively together towards shared goals. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To understand that their actions affect themselves and others. To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.	To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy. To understand about change, including transitions (between Key Stages and schools). .