

Wren Park Primary School

Year 3 Long Term Plan



RESPECTFUL



AMBITIOUS



RESILIENT



Trips

Spring 2 – Cresswell Craggs Summer 1 – Tropical Butterfly Wildlife Conservation Park

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Autumn What was life like for a child during WW2? Evacuee Day (In school)		Spring How has the stone age effected our lives today? Cresswell Craggs		Summer Why are the rainforests important to the world we live in? Tropical Butterfly Wildlife Conservation Park	
English	Class text: The Lion and The Unicorn Writing to Entertain Fiction: Story writing Change the characters and setting in story. Non-fiction: Diary Write a recount of a night during the Blitz WW2 Poster Non-Fiction: Instructions Carrot cookie recipe SPaG <ul style="list-style-type: none"> Nouns and pronouns for clarity Consonants and vowels Suffixes – ly 	Class text: The Lion and The Unicorn Writing to Inform Non-fiction: Biography Create an information page about the story of Lilian Bader Fiction Recount Goldilocks - Assessment Fiction: Poetry Remembrance Day Kennings Poem's Fiction Letter from an evacuee SPaG <ul style="list-style-type: none"> Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present tense Apostrophes	Class text: Stig of the Dump Setting description Describe stone age Cave setting. Fiction: Play script Turn the story <i>The Stone Age Boy</i> into a play script focusing on features of a play script and adverbs. Fiction: Book Review Book review about Stone Age Boy SPaG <ul style="list-style-type: none"> Verbs Compound nouns Prefixes: dis-, mis-, un- Subordinating conjunctions Inverted commas 	Class text: Stig of the dump Writing to Inform Fiction: Instructions Write a set of instruction based on <i>How to Wash a Woolly Mammoth</i> . Assessment Non-fiction Explanation text, fascinating fossils Non-fiction Leaflet on the Stone Age to the Iron Age. SPaG <ul style="list-style-type: none"> Adverbs: time, place and cause Prefixes: in- Suffixes: -action Coordinating conjunctions	Class text: Writing to Persuade Non-Fiction- Brochure Famous rainforest Non-fiction- Advert New toy with a magnet/force Speech Interview with an explorer. How do we save the rainforest? SPaG <ul style="list-style-type: none"> Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with vowels. Time conjunctions Paragraphs	Class text: The great Kapok Tree Writing to Entertain Poetry - Shape Poems To explore a variety of shape poems and calligrams to create our own poem on a rainforest animal. Fiction: Myths and legends Write a retell of Tiger child using direct speech. Non Fiction – Newspaper report Rainforest newspaper report SPaG. <ul style="list-style-type: none"> Homophones Suffixes: -ous Word families Place and cause conjunctions

See NC for reading and writing objectives.

	<ul style="list-style-type: none"> Past tense Subordinate clauses 					
Maths	<u>Place value</u>	<u>Addition and subtraction</u>	<u>Multiplication and division B</u>	<u>Fractions B</u>	<u>Fractions B</u>	<u>Time</u>
	<u>Addition and subtraction</u>	<u>Multiplication and division A</u>	<u>Length and perimeter</u>	<u>Mass and capacity</u>	<u>Money</u>	<u>Shape</u>
Science	<u>Sources of light, shadows & reflection</u>	<u>Animals, including humans</u>	<u>Rocks</u>	<u>Rocks</u>	<u>Forces and Magnets</u>	<u>Plants</u>
	<ul style="list-style-type: none"> I can describe what dark is (the absence of light). I can explain that light is needed to 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 dangers of direct sunlight and describe how to keep protected. 	<ul style="list-style-type: none"> I can explain the importance of a nutritious, balanced diet. I can explain how nutrition, 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. 	<ul style="list-style-type: none"> I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe and explain the difference between sedimentary and igneous rock. 	<ul style="list-style-type: none"> I can describe how fossils are formed. I can describe how soil is made. <u>Forces and magnets</u> <ul style="list-style-type: none"> 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. 	<p>I can explore and explain how objects attract and repel in p0-0p[=relation to objects and other magnets.</p> <ul style="list-style-type: none"> I can predict whether objects will be magnetic and carry out an inquiry to test this out. I can describe how magnets work. I can predict whether magnets will attract or repel and give a reason. 	<ul style="list-style-type: none"> I can describe the function of different parts of flowering 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 especial the importance of flowers.
Computing	<u>Connecting Computers</u>	<u>Stop frame animation</u>	<u>Sequencing sounds</u>	<u>Branching Databases</u>	<u>Events and actions in programmes</u>	<u>Desktop publishing</u>
	<ul style="list-style-type: none"> To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network 	<ul style="list-style-type: none"> To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation 	<ul style="list-style-type: none"> To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project 	<ul style="list-style-type: none"> To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To identify objects using a branching database 	<ul style="list-style-type: none"> To explain how a sprite moves in an existing project. To create a program to move a sprite in four directions. To adapt a program to a new context. 	<ul style="list-style-type: none"> To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings

	<p>can be used to share information</p> <ul style="list-style-type: none"> To explore how digital devices can be connected To recognise the physical components of a network 	<ul style="list-style-type: none"> To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation 	To create a project from a task description	<ul style="list-style-type: none"> To explain why it is helpful for a database to be well structured <p>To compare the information shown in a pictogram with a branching database</p>	<ul style="list-style-type: none"> To develop my program by adding features. To identify and fix bugs in a program. <p>To design and create a maze-based challenge.</p>	<ul style="list-style-type: none"> To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing
History	<p><u>World war II</u></p> <ul style="list-style-type: none"> Timeline study Local History – Derby in the war. Bouncing Bomb, Barnes Wallis, Rolls Royce <p>Battle of Britain – a significant turning point for Britain</p>		<p><u>Stone age</u></p> <ul style="list-style-type: none"> How people lived in the Stone Age, bronze age, iron age. <p>changes in Britain from the Stone Age to the Iron Age</p>			<p><u>Explorers</u></p> <ul style="list-style-type: none"> Percy Fawcett Significant people in history <p>Timeline</p>
Geography		<p><u>Derbyshire</u></p> <ul style="list-style-type: none"> Comparative study; Derby and Osnabruck Countries, counties, towns, villages of UK Mapping – European countries – allies and axis. 		<p><u>Early settlements</u></p> <ul style="list-style-type: none"> Physical and human aspects Types of settlements and land use <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Cresswell Craggs trip 	<p><u>Rainforests</u></p> <ul style="list-style-type: none"> To locate the rainforests in the world. To identify the climates in the rainforests. Identify the different layers of the rainforest. What animals and plants live in the rainforest? To compare the amazon with Sherwood forest. <p>Understand ways to protect the rainforest.</p>	
DT		<p><u>Food: Eating seasonally (4 lessons)</u></p>		<p><u>Mechanical Systems: Pneumatic toys</u></p>		<p><u>Digital World: Wearable Technology</u></p>
Art	<p><u>Drawing growing artist</u></p>		<p><u>Prehistoric painting</u></p>		<p><u>Craft and design: fabric of nature</u></p>	

Music	<u>Writing down music</u> 2023 singing with Katie	<u>Playing in a band</u> 2023 singing with Katie Performance to parents	<u>Compose using your imagination</u>	<u>More musical styles</u>	<u>Enjoying improvisation</u>	<u>Opening night</u>
PE We follow the DCC Scheme for Dance and gymnastics	<u>Outdoor: Soccer Stars</u> Hand eye Coordination: Handball and Netball <u>Gymnastics: Movement</u>	<u>Outdoor: Soccer Stars</u> Games: Football, Tag Rugby and OOA <u>Dance: Extreme Earth</u>	<u>Outdoor: Soccer Stars</u> Games: Football, Tag Rugby and OOA <u>Games: Dodgeball</u>	<u>Outdoor: Soccer Stars</u> Striking and Feilding: Football and Tag Rugby <u>Gymnastics: Shape</u>	<u>Outdoor: Soccer stars</u> Athletics <u>Dance: Rainforests</u>	<u>Outdoor: Soccer Stars</u> Athletics <u>Games: Circuit training</u>
PSHE Jigsaw – The Mindful approach to PHSE	<u>Being Me in My World</u> <ul style="list-style-type: none"> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to my rights and responsibilities. I understand that my actions affect myself and others and I care about others feelings. I can make responsible choices and take action. I understand my actions affect others and try to see things from their point of view. 	<u>Celebrating Difference</u> <ul style="list-style-type: none"> I understand that everybody’s family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make to situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone’s feelings and what the consequences were.	<u>Dreams and goals</u> <ul style="list-style-type: none"> I can tell you about a person who has faced personal challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best way for me to achieve them. I am motivated and enthusiastic about achieving our new challenge. I can recognise obstacles that might hinder my achievement and take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time.	<u>Healthy Me</u> <ul style="list-style-type: none"> I understand how exercise affects my body and know why my heart and lungs are such important organs. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including whom to go to for help. I understand that, like medicines, some household substances can be harmful if not used correctly. I understand how complex my body is and how important it is to take care of it. 	<u>Relationships</u> <ul style="list-style-type: none"> I can identify the role and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener. I know and can use some strategies for keeping myself safe. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family. 	<u>Changing Me</u> <ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up, and usually it is the female that has the baby. I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow. I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. I can identify how boys and girls bodies change on the outside during this growing process. I can identify boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make bodies when they grow up.

						<ul style="list-style-type: none"> I can start to recognise stereotypical ideas I might have about parenting and family roles. <p>I can identify what I am looking forward to when I am in year 4.</p>
RE	<p>Christianity</p> <p>L2.7 What does it mean to be a Christian in Britain today? (part 1)</p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). 	<p>Hinduism</p> <p>L2.8 What does it mean to be a Hindu in Britain today?(part 1)</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). <p>Ask good questions about what Hindus do to show their faith (B1).</p>	<p>Christianity</p> <p>L2.2 Why is the Bible so important for Christians today?</p> <ul style="list-style-type: none"> To make connections between stories in the bible and what Christians believe about creation, the Fall and salvation. To give example of how and suggest reasons why Christians use the bible today. <p>To describe some ways that Christians say that god is like.</p>	<p>Christianity and Hindus</p> <p>L2.5 Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> To make connections between stories, symbols and beliefs. To ask questions and give ideas about what matters to most believers. <p>To identify similarities and differences in the way the festivals are celebrated within and between religions.</p>	<p>Christianity, Muslims and Hindus</p> <p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> To look at how Christians, Hindus and Muslims describe god. To suggest why having a faith or belief in something can be hard. To identify how and say why it makes a difference in people lives to believes in God. 	<p>Christianity, Muslims and Hindus</p> <p>L2.4 Why do people pray?</p> <ul style="list-style-type: none"> To describe the practise of prayer in the religions studied. Make connections between what people believe and about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians and Muslims and Hindus pray.
Languages	<u>French- greetings with puppets</u>	<u>French- adjectives of colour, size and shape.</u>	<u>French- playground games numbers and age</u>	<u>French- In a classroom</u>	<u>French- Bon Appetit!</u>	<u>French- a circle of life in French</u>