Pennington C of E Primary School Long Term Plan Year Group: 3

Themes							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading	**Fluency** – Whole Class Reading	**Fluency** – Whole Class Reading	**Fluency** – Whole Class Reading	**Fluency** – Whole Class Reading	**Fluency** – Whole Class Reading	**Fluency** – Whole Class Reading
	Spelling SPAG	Review of Year 2 learning for adding suffixes -ing, -ed, -ly	-Word list – years 3 and 4 -Adding -es - /ei/ sound spelled ei, eigh or ey -Homophones an near homophones	-Word list – years 3 and 4 -Prefixes: dis-, mis-, in-, re-, sub-, inter-, super-, anti- and auto-.	-Word list years 3 and 4 - Contractions (Y2*) -The /ʌ/ sound spelt ou -Word families based on common words -Homophones and near-homophones	- word list years 3 and 4 -Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) -Endings which sound like /ʒən/, spelt as -sion -The possessive apostrophe (singular nouns) (Y2*)	-Word list – years 3 and 4 -The /ɪ/ sound spelt y elsewhere than at the end of words -Word families based on common words -Contractions (Y2*) -Homophones and near homophones
	Handwriting	3x weekly practice of joins	3x weekly practice of joins	3x weekly practice of joins	3x weekly practice of joins	3x weekly practice of joins	3x weekly practice of joins
	Writing	**Letter writing**- To write a letter from the boy to his grandfather telling him about the events he has missed	**Fiction writing, Fantasy**- To write a fantasy story based on a fable	**Fiction writing, historical narrative** - Write the story from the point of view of the boy	**Non-fiction writing, informative** - Write an informative article about whales persuading for the protection of the blue whale	**Narrative writing, Adventure** - Write an adventure story based on 'Journey' using the language of Berlie Doherty	**Non-Fiction writing, persuasive** - Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris
	Core Text	Seal Surfer	Winter's Child	Stone Age Boy	Big Blue Whale	Journey	Ziraffa Giraffa
	Poetry Outcome	**Sense Poetry** - To write their own illustrated, descriptive senses poem about the sea	**Descriptive Poetry** - To write and perform a five-couplet poem about winter, based on the structure of Sing to Me, Autumn	**Descriptive Poetry** - To write an illustrated, descriptive poem about the river in the Stone Age	**Dinka-inspired poetry** - To write and perform a poem celebrating the blue whale in the style of a Dinka poem	**Nonsense Poetry** - Use ideas from I saw a Peacock to write a poem about an imaginary journey	**Shape Poetry** - To write a concrete poem about a giraffe
	Poetry Text	The Shell	Dance with me, Autumn	The River's Tale	The Magnificent Bull	I Saw a Peacock	Apes to Zebras
Maths	Number	**Place Value:** (Represent numbers to 100, partition numbers to 100, number line to 100, hundreds,	**Addition and Subtraction:** (add two numbers - no exchange, subtract two numbers - no	**Multiplication & Division B:** (Multiples of 10, Related calculations, 3 Reasoning about	**Fractions A:** (Understand the denominators of unit fractions, Compare and order unit	**Fractions B:** (Add fractions, Subtract fractions, Partition the whole, Unit fractions of a set	

		represent numbers to 1,000, partition numbers to 1,000, flexible partitioning numbers to 1,000, hundreds, tens and ones, find 1, 10 or 100 more or less, number line to 1,000, estimate on a number line to 1,000, order numbers to 1,000, count in 50s) **Addition and Subtraction:** (Apply number bonds within 10, add and subtract 1s, add and subtract 10s, add and subtract 100s, spot the pattern, add 1s across a 10, ad 10s across a 100, subtract 1s across a 10, subtract 10s across a 100, make connections)	exchange, add two numbers - across a 10, subtract two numbers- across a 10, add two numbers across a 100, subtract two numbers across 100, add 2-digit and 3-digit numbers, subtract a 2-digit number from a 3-digit number, compliments to 100, estimate answers, inverse operations, make decisions) **Multiplication & Division A**: (multiplication- equal groups, use arrays, multiples of 2, multiples of 5 and 10, sharing and grouping, multiply by 3, divide by 3, the 3 times table, multiply by 4, divide by 4, the 4 times table, multiply by 8, divide by 8, the 8 times table, the 2,4 and 8 times table)	multiplication, Multiply a 2-digit number by a 1-digit number – no exchange, Multiply a 2-digit number by a 1-digit number – with exchange, Link multiplication and division, Divide a 2-digit number by a 1-digit number – no exchange, Divide a 2-digit number by a 1-digit number – flexible partitioning, Divide a 2-digit number by a 1-digit number – with remainders, Scaling and How many ways?)	fractions, Understand the numerators of non-unit fractions, Understand the whole, Compare and order non-unit fractions, Fractions and scales, Fractions on a number line, Count in fractions on a number line, Equivalent fractions on a number line, and Equivalent fractions as bar models.)	of objects, Non-unit fractions of a set of objects and Reasoning with fractions of an amount.)	
	Shape, Space and Measure			**Length & Perimeter:** (Measure in metres and centimetres, Measure in millimetres, Measure in centimetres and millimetres, Metres, centimetres and millimetres, Equivalent lengths (metres and centimetres), Equivalent lengths (centimetres and millimetres), Compare lengths, Add lengths	**Mass & Capacity:** (Use scales, Measure mass in grams, Measure mass in kilograms and grams, Equivalent masses (kilograms and grams), Compare mass, Add and subtract mass, Measure capacity and volume in millilitres, Measure capacity and volume in litres and millilitres, Equivalent capacities and volumes (litres and millilitres),	**Money:** (Pounds and pence, Convert pounds and pence, Add money, Subtract money and Find change.)	**Time:** (Roman numerals to 12, Tell the time to 5 minutes, Tell the time to the minute, Read time on a digital clock, Use am and pm, Years, months and days, Days and hours, Hours and minutes – use start and end times, Hours and minutes - use durations, Minutes and seconds, Units of time and Solve problems with time.)

				Subtract lengths, What is perimeter? Measure perimeter and Calculate perimeter.)	Compare capacity and volume and Add and subtract capacity and volume.)		**Shape:** (Turns and angles, Right angles, Compare angles, Measure and draw accurately, Horizontal and vertical, Parallel and perpendicular, Recognise and describe 2-D shapes, Draw polygons, Recognise and describe 3-D shapes and Make 3-D shapes.) **Statistics: (Interpret pictograms, Draw pictograms, Interpret bar charts, Draw bar charts, Collect and represent data and Two-way tables.)**
Science		**Animals, Movement & Nutrition**: Studying the human skeleton, the children identify key bones, explore how muscle changes cause movement, learn how the body uses energy, understand what constitutes a balanced diet and discover how research informs nutritionist expertise.	**Forces & Space, Forces & Magnets**: Investigating motion on different surfaces, the children learn about friction, compare its uses and disadvantages, explore contact and non-contact forces and study the properties and uses of magnets.	**Materials, Rocks & Soils:** Observing the appearance and physical properties of rocks, the children compare and group different rock samples, learn about fossil and soil formation and record soil drainage rates in a bar chart.	**Energy, Light & Shadows:** Identifying light sources, the children learn that light is needed to see, explore how its absence causes darkness, investigate reflection and shadow formation and create shadow puppets to explore how light can be used in the arts.	**Plants, Reproduction:** Explaining how plants reproduce within the life cycle of a flowering plant, the children gather data on plant growth and investigate the structure and function of its parts.	**Living Things, Classification & Changing Habitats:** Exploring ways to group living things, the children create classification keys, study how habitats change over time and understand the positive and negative effects humans have on their surroundings.
RE		**Unit 3.6 – Harvest:** To know that there is a connection between Christian beliefs and their actions & that the Bible records people harvesting and gives instruction that people should give	**Unit 3.2 – Why do Christians believe Jesus was 'God With Us'?:** To know that Jesus is called Emmanuel and that means God with us, that Christians believe Jesus is God's son & that Christians	**Unit 3.3 – How did/does Jesus Change Lives?:** To know that Christians believe Jesus had/has the power to change people's lives, that choosing to follow Jesus is not	**Unit 3.4 – Is the Cross a Symbol of Sadness or Joy?:** To know that the events of the Holy Week reveal wat Jesus came to earth to do, that the events of Palm Sunday, Holy Week and Easter are	**Unit 3.5 – Is the 'Golden Rule' Agreed by Everyone?:** To know that the world faiths have rules to follow that have been established a long time ago, that the rules followed by believers are written	**Unit 3.1 – What is the Role of a Faith Leader Who Has Been Called By God?:** To know that the Prophets were called by God to give his message to the people, that the Prophets were telling the people

		their first and their finest grain.	believe the presence of God changes lives.	necessarily an easy way of life & that people's lives today can be transformed by becoming Christian and choosing a different way of life.	a combined mixture of the emotions of joy and sadness & the different ways in which the church remembers and marls the events of Holy Week.	in their sacred texts, that some people choose not to follow any specific set of religious rules & that many people of faith and no faith agree that the golden rule should be followed by everyone.	to turn back to God and mend their relationship with him, that the message of the prophets is part of God's big salvation plan & that people of different faiths are called by God today and can describe how they respond and the impact on their lives.
	Links with other Religions	Judaism Hinduism				Islam Sikhism Buddhism Humanism	Judaism Islam
	Christian Value	Resilience	Compassion	Honesty	Forgiveness	Patience	Thankfulness
Geography			**Who Lives In Antarctica?:** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		**Why do people live near volcanoes?:** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		**Are all settlements the same?:** Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.
	Field Work		To follow instructions involving compass points and map a simple route. (L6)		To observe and record the location of rocks around the school grounds and discuss findings. (L6)		To follow a route on a map and to discuss why physical and human features are in particular locations.
History		**What was important to Ancient Egyptians?:** Discovering what was important to ancient Egyptians; investigate the River Nile, ancient Egyptian gods and		**Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?:** Looking at the chronology of mankind, children are introduced to Britain's		**Why did the Romans invade and settle in Britain?:** Investigating why the Romans invaded Britain and the reaction of the Celts; learning how	

		goddesses, beliefs about the afterlife and how the pharaohs were buried.		story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.		the Romans changed life in Britain.	
Computing		**Touch Typing:** Introduction to typing vocabulary, correct sitting position, key locations **Online Safety:** Learning about safe passwords, effective communication, reliability of information from websites, age restrictions and where to seek help for inappropriate content	**Spreadsheets** Create different types of charts, introduce the formulae bar and use for simple calculations, to create spreadsheets with more than one sheet. **Email:** Learning about different methods of communication, using email safely, how to open and respond to emails, add attachments	**Branching Databases:** Introduction to databases, sorting objects, create a simple database **Simulations:** To investigate and understand the purpose of a simulation, looking at advantages and disadvantages, recognise patterns in a simulation and make and test predictions.	**Coding:** Review previous coding, understand flowcharts and their use in computer programming, use repeat command, create a range of programs, understand the importance of nesting, design and create ad interactive scene.	**Graphing** Enter data into a graph to answer questions, present results in a graph **Presenting with Microsoft PowerPoint:** To create a presentation page, add media, animations and timings to a presentation,	**Presenting with Microsoft PowerPoint:** To create a presentation page, add media, animations and timings to a presentation, To present a Microsoft PowerPoint.
Art and Design		**Craft & Design, Ancient Egyptian Scrolls:** Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.		**Sculpture & 3D, Abstract Shape & Design:** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.		**Drawing, Developing Drawing Skills:** Developing shading skills and drawing techniques to create botanical-inspired digital drawings.	
	Artists			Robert Morris Anthony Caro Ruth Asawa Paul Hassel		Edgar Degas Katie Daisy Sara Boccaccini Meadows Dianne Sutherland Yellena James	
Design Technology			**Mechanical Systems, Pneumatic Toys:** Exploring pneumatic		**Textiles, Cushions:** Learn and apply two new sewing techniques		**Structures, Constructing Castles:** Identifying the key

			systems, the children will apply their understanding to design and create a pneumatic toy using different types of diagrams.		– cross-stitch and appliqué. Utilise these new skills to design and make a cushion.		features of castles, using this knowledge to design and make castle structures from recycled materials.
Music		**Traditional Instruments and Improvisation (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.		**Developing Singing Technique:** 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.	**Pentatonic Melodies and Composition (Chinese New Year):** Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	**Ballads:** Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	
French/MFL		N/A	French greetings - Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the	N/A	French Numbers - This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question,	N/A	In a French Classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every

			time of day and asking someone how they are.		comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.		French noun is either 'masculine' or 'feminine.'
PE	Session 1 Sports Coach	**Swimming** Learn how to travel, float and submerge. Learn how to stay safe at the pool.	**Swimming** Learn to use different kicking and arm actions. Develop breathing techniques. Learn personal survival skills.	**Handball**	**Football** Understand attacking and defending in invasion games.Develop skills, strategies and tactics to outwit the opponent, Understand rules and fair play.	**Cricket** Understand the principles of striking and fielding. Work in collaboration with others to develop skills. Be respectful of others when playing with and against them.	**Fitness** Practice various activities to develop strong healthy bodies and improve their health and fitness. Recognise that regular exercise provides more energy and stamina.
	Session 2	**Ball Skills 3/4** Develop skills of tracking, throwing, catching. Using hands and feet to dribble the ball. Apply skills to small games.	**Yoga** Develop balance, strength and flexibility. Work individually or as a pair to create yoga flows with consideration to how the poses are sequenced.	**Fundamentals 3/4** Develop skills of balancing, running, jumping and hopping.Explore how the body works at different speeds,	**Athletics** Improve basic running, jumping and throwing techniques against distance and time. Learn how to achieve personal best, Opportunities for measuring, timing and recording.	**Dance** Pupils work individually, with a partner or in small groups to develop dances. Use cannon,unison,and levels in their dances. Include counting and rhythm. Perform to others.	**OAA** Develop problem solving skills through a range of challenges. Pupils work independently or in groups to learn teamwork,trust and inclusion. They develop their mapping skills drawing and following routes.
PSHE		**Introductory Lesson.** **Families & Relationships** (miss		**Health & Wellbeing** (lessons 1, 3, 5, 6):		**Safety & the Changing Body** (lessons 1, 4, 7, 8): Learning about:	**Economic Wellbeing** (lessons 1 & 5) Introduction to budgeting, learning

		lesson 4): Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement		Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; developing independence in dental hygiene		cyberbullying and how to be good digital citizens, first aid, and pupils also think about choices and influence **Citizenship** (Lessons 1, 5, 6): Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and an introduction to local democracy	about the different paying methods and potential jobs and careers and learning that anyone can aspire to anything.
Outdoor Learning		Climate Change (Outdoor) • Geography: Describe and understand key aspects of physical geography, including climate zones and weather patterns, and how these are changing. • Science: Identify that humans can affect the environment and describe ways to reduce negative impact.	Shackleton's Journey, Using a Compass Shackleton (Geography focus) • Geography: Use maps, atlases and globes to locate continents and oceans, including Antarctica. • History: Understand significant historical events and the lives of significant individuals, and their impact on the wider world.	Stone Age Pathways to write	Rocks and Soils Shadows & Light Woodland Trust Activities • Science: Identify and describe the functions of different parts of flowering plants and trees. • Geography: Recognise how environments can change and how they can be cared for.	Plants/Reproduction Climate Change • Science: Identify ways humans can protect living things and their habitats.	Local Walk • Geography: Use simple fieldwork and observational skills to study the local environment.

Special Events/ Visitors/Visits			Harvest Christmas		World Book Day Easter	Roman Workshop	Local Area Walk (Geography Field Work)