



Northborough School - Long Term Plans - Year 3 - Andrea Jackson /Katherine Young

	Autumn Term		Spring Term		Summer Term	
Curriculum Project	Stone Age	Bronze age to Iron Age	Ancient Egypt	Ancient Egypt	Oceans & Islands	Oceans & Islands
Memorable experience	Trip to Flag Fen?		Ancient Egyptian Day		Aquarium visit?	
English – writing KY fiction 3 days	* story - Stone Age Boy 'Stone Age Class'	Fiction - retell historical fiction – The Children of Lir Christmas poems	*Play script *Setting description	*Narrative – adventure story – discovery of a tomb *Biography – Howard Carter	*Persuasive letters - pollution*	Poetry – ocean poetry
AJ non fiction 2 days	Report - stone age general life Instructions - how to survive the stone age Discussion – should we clone woolly mammoths? Peculiar pets poem - stone age animals *Non-fiction – advert Stonehenge leaflet	Newspaper article - the Amesbury Archer - in role <i>Oti, The ice man.</i> Non fiction – report – making a bronze age sword (Take One picture - character description/ description/speech/)	Leaflet – Egypt holiday destination Report - *Instructional – mummification Discussion - Should we unwrap mummies? Curse of the mummy Mummification project	Research ancient Egypt Gods Report - gods Gods top trumps Black out poem - gods	Non-chronological report – layers of the ocean Fact file – sea creatues Ocean adventure	Persuasive letter - government re sending plastic abroad Recount – aquarium visit Grace Darling - diary The lighthouse - literacy shed Diary - two perspectives
Grammar	*Expanded noun phrases *Punctuation – recap KS 1 *Functions of sentences *Apostrophes for contraction and possession	*Present and past tense *Determiners *Range of sentences using conjunctions *Conjunctions – coordinating and subordinating	*Adverbs – express time, place and cause *Prepositions – express time, place and cause	*Speech – inverted commas, direct speech *Tenses – present perfect	*Types of nouns – abstract, common, proper *Paragraphing *Word families	*Word families *Prefixes *Consolidation
Reading Literacy circle PEE reports Inference training	*Identifying key themes and conventions in a wide range of books	Retrieve and record information from non fiction	Predict what might happen from details stated	*Inferring thoughts, motives and feelings from actions and justifying with evidence	Asking questions to improve understanding of a text	

Power of reading resources – poets reciting work	Identify main ideas drawn from a text				Use dictionaries to check the meanings of words	
Skills focus Scholastic scheme	RETELLING	LITERAL QUESTIONING	PREDICTION	INFERENCE	CLARIFICATION	EVALUATING
On going in personal reading sessions and individual reading	<p>Apply growing knowledge of root words, prefixes and suffixes to read aloud and work out the meaning of new words</p> <p>Increase familiarity with a wide range of books – see over view sheet in guided reading book</p> <p>Checking that the text makes sense</p> <p>Listening to a wide range of poetry, plays and non fiction -reading for pleasure sessions</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check the meanings of words</p> <p>Discussing words that capture interest and imagination - reading for pleasure sessions</p> <p>Identify how language, structure and and presentation contribute to meaning</p> <p>Read aloud – reading for pleasure sessions</p> <p>Recognise different types of poetry - acrostic/ black out/ fast poems/ - reading for pleasure sessions</p> <p>Participate in discussion – reading for pleasure sessions.</p>					
Lighthouse book AJ	Wolf Brother - Michelle Paver		Non fiction texts		Michael Morpurgo When the Whales came	
KY	*Stone Age Boy – Satoshi Kitamura Bone Age, Stone Age	*Ug: Boy Genius of the Stone Age – Raymond Briggs (?)	*The Egyptian Cinderella – Shirley Climo	*Horrible Histories: The Awesome Egyptians – Terry Dreary	Oliver and the Seawigs -	
Spelling	*‘eigh’ and ‘ei’ *‘ey’ *‘ai’ *‘ear’ *Homophones and near homophones	*Creating adverbs using ‘-ly’ suffix *Statutory spellings	*Short /i/ sound spelt with ‘y’ *Adding suffixes – ‘-er’, ‘-ed’, ‘-ing’, ‘-en’ *Prefix ‘mis-’, ‘dis-’ */k/ sound spelt ‘ch’	*Homophones and near homophones *Prefix – ‘bi-’ and ‘re-’ *‘gue’ and ‘que’ *‘ch’ with ‘sh’ sound *Statutory spellings	*Words ending in ‘ary’ *Words with short /u/ sound spelt with ‘o’ and ‘ou’ *Word families based on root words ‘struct’, ‘uni’, ‘scop’, ‘spect’, ‘press’, ‘vent’	*Suffixes ‘al’ *Words ending in /zhuh/ spelt sure *Words ending in /chuh/ spelt ‘ture’ *Silent letters
Maths KY number 3 x days	<u>Place Value</u> NC objective/s: *Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number *recognise place value of digits in a three-digit number *compare and order numbers up to 1,000	<u>Addition & Subtraction</u> NC objective/s: *Add and subtract numbers mentally *Add and subtract numbers with up to three digits *Estimate the answers to a calculation and use inverse operations *Solve problems	<u>Multiplication & Division</u> NC objective/s: *Calculate multiplication and division, inc. 2-digit numbers times 1-digit numbers, using mental and written methods *Solve problems	<u>Fractions</u> NC objective/s: *Count up and down in tenths *Recognise and use fractions as numbers *Recognise, find and write fractions of a discrete set of objects *Solve problems	<u>Fractions</u> NC objective/s: *Recognise and show equivalent fractions *Compare and order unit fractions, and fractions with the same denominators *Add and subtract fractions with the same denominator within one whole *Solve problems	<u>Mass & Capacity</u> NC objective/s: *Measure, compare, add and subtract mass (kg/g) and volume (l/ml)

	<ul style="list-style-type: none"> *Identify, represent and estimate numbers *Read and write numbers up to 1,000 *Solve number problems <p><u>Addition & Subtraction</u> NC objective/s:</p> <ul style="list-style-type: none"> *Add and subtract numbers mentally *Add and subtract numbers with up to three digits *Estimate the answers to a calculation and use inverse operations *Solve problems 	<p><u>Multiplication & Division</u> NC objective/s:</p> <ul style="list-style-type: none"> *Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 				
AJ topic 2 x days	<u>As above</u>	<p><u>Statistics</u> NC objective/s:</p> <ul style="list-style-type: none"> *Interpret and present data using bar charts, pictograms and tables *Solve one-step and two-step questions 	<p><u>Money</u> NC objective/s:</p> <ul style="list-style-type: none"> *Add and subtract amounts of money to give change 	<p><u>Length & Perimeter</u> NC objective/s:</p> <ul style="list-style-type: none"> *Measure, compare, add and subtract lengths (m/cm/mm) *Measure the perimeter of 2D shapes 	<p><u>Time</u> NC objective/s:</p> <ul style="list-style-type: none"> *Tell and write the time from analogue clock, incl. Roman numerals *Estimate and read time with increasing accuracy *Record and compare time in terms of seconds/minutes/hours *Use correct vocab *Know how many seconds in a minute/ the number of days in each month/year/leap year. *Compare durations of events 	<p><u>Properties of Shape</u> NC objective/s:</p> <ul style="list-style-type: none"> *Recognise angles as a property of shape or a description of a turn *Identify right angles, recognise that two right angles make a half turn, etc.; identify whether angles are greater than or less than a right angle *Identify horizontal and vertical lines and pairs of perpendicular and parallel lines *Draw 2D shapes and make 3D shapes using modelling materials *Recognise 3D shapes in different orientations and describe them
Computing Ilearn	<u>E-safety</u>	<u>Digital comic</u>	<u>Coding</u>	<u>Digital art</u>	<u>Editing a document</u>	<u>Design a video game</u>
	Learning to be E-Safe Ilearn2 – E-safety Identify online dangers,	Learning to create a Digital Comic Add, resize and organise colour or	Learning to Program and Code Scratch Chat (Scratch JR) Write a simple	Learning to create Digital Art Use stamps to build graphics and copy	Learning to Edit a Document Copy and Paste text and images. Find and	Learning to create a Video Game Design, add and animate backgrounds. Design

	including people are not who they say they are and the dangers they pose. How do we communicate and share content online safely, responsibly and respectfully. <ul style="list-style-type: none"> • Cyberbullying, • Websites advertisements, • Privacy and passwords, • Safely send and receive emails, • Communicate online, Use knowledge about online safety to plan a party. 	picture backgrounds. Add, resize, organise characters/object to different panels. Add narration using text and direct speech using speech bubbles Lit: Stoneage boy – Advert in the Newspaper	program with text outputs, wait commands and movement. Scratch Shapes Write a program with movement and repetition. Scratch Maps Write programs using different inputs; keyboard, mouse and touch screen. (coding robots – blocks coding – build a bridge and code the robots to cross it Topic: Mummy moving in a Pyramid	and paste to speed up process. Use different shapes (outlines and fill) and label them with text. Use select, copy and paste to duplicate elements. Transform elements to create symmetry and patterns. Zoom in to add detail Topic: Constructing a pyramid	replace words. Format text for a purpose. Add an image and edit it inside a document. Lit: Aquarium recount	and add characters/objects. Design and add platforms. Demonstrate effective creation of different types of games (platform, flying, and puzzle). Create an app store listing with icon, effective description and screenshots. Topic: Video game linked to the ocean
	e-Safety (to be taught each half term) Pupils should be taught to: <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
Science	<u>Rocks</u> NC objective/s: *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. *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.	<u>Animals (incl. humans)</u> NC objective/s: *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>Light</u> NC objective/s: *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 the light	<u>Forces and Magnets</u> NC objective/s: *Compare how things move on different surfaces. *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.	<u>Plants</u> NC objective/s: *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. *Explore the requirements of plants for life and growth and how they vary from plant to plant. *Investigate the way in which water is	

			source is blocked by an opaque object. *Find patterns in the way that the size of shadows change.	*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.	transported within plants. *Explore the part that flowers play in the life cycle of flowering plants.	
	Working scientifically (across all modules) Children should be taught to use the following practical scientific methods, processes and skills: <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 					
History	<u>Stone Age to Iron Age</u> *late Neolithic hunter-gatherers and early farmers (Skara Brae) *Bronze Age religion, technology and travel (Stonehenge) NC objective/s: *British history (taught chronologically) *changes in Britain from the Stone Age to the Iron Age	<u>Stone Age to Iron Age</u> *Iron Age hill forts: tribal kingdoms, farming, art and culture	<u>Broader Historical Study</u> *Depth study of an early ancient civilisation – Ancient Egypt *Pharaohs *Ancient practices *Ancient art and artefacts	<u>Continued</u> *Discovery of Tutankhamun *Howard Carter *Gods and Goddesses Project mummification	*study of life on a Scottish island	*Trade links
	Historical enquiry (across all modules) Pupils should: <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms – comparisons stone age, bronze age, iron age / ancient Egypt and now Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance- reports Construct informed responses that involve thoughtful selection and organisation of relevant historical information- reports 					

	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of resources – discussion /visits to archaeological site (flag fen) / Howard carter 					
Geography	<p>*Locate continents – recap year 2</p> <p>*Creating maps - field study walk to river</p>	<p>*Study of various elements of human geography – tribes and settlements, etc.</p>	<p>*Locating countries on a map, creating and comparing maps</p> <p>*Continents</p>	<p>*Physical geography – River Nile</p> <p>*Human geography</p> <p>*Comparing modern Egypt and ancient Egypt</p>	<p>*World’s oceans and layers – recap Y2</p> <p>*Plotting maps – using 8 points of compass, symbols and keys</p> <p>*Eco systems.</p>	<p>*Study of a region in the UK – not local</p> <p>*Scottish islands</p> <p>*Locating countries - identify human and physical features</p> <p>*Describe and understand climate, rivers, settlements, trade links</p>
	<p>Geographical skills and field work (across all modules – where appropriate)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use eight points of a compass, four- and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
Art and Design	<p>Cave paintings – using natural paints Lascaux famous for its Cave paintings</p>	<p>Stonehenge silhouette art – collage</p>	<p>Group mural – Collage beetles</p>		<p>Ocean art – Hokusai focus – multi media - water colour / clay tile/ prints</p>	<p>Creatures of the deep – paper craft</p>
Possible Artists	<p>Modern artist-Teyjah McAren. Monet and Picasso have links with Cave painting too</p>	<p>John Meir – 1756 Born Silhouette painter British Matisse</p>	<p>Peter – Carl Faberge http://www.michelkeck.com/ collage</p>		<p>Hokusai – Japanese artist Monet – Water colour</p>	<p>Noriko Kuresumi- Sea inspired -clay artist Lorein Stern –modern</p>
	<p>Explore. Develop. Evaluate</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 					
Design Technology	<p>Building a Stone Age shelter</p> <p>Strengthen stiffen and reinforce materials</p>	<p>Iron Age shields –</p> <p>Tuck shop – project Preparing food Survey - what children like to eat</p>	<p>Egyptian bread making</p>	<p>Sarcophagus</p>		<p>Create submarines –</p>

		Costing				
	Explore, Develop, Evaluate <ul style="list-style-type: none"> to generate ideas for an item, considering its purpose and the user/s to identify a purpose and establish criteria for a successful product. to plan the order of their work before starting to explore, develop and communicate design proposals by modelling ideas to make drawings with labels when designing 					
Music Music Express scheme 2 Units Per Term if possible	Sounds 1-3 weeks UNIT 3 How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world. Poetry 1-3 weeks UNIT 4 Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.	Human Body 1-3 weeks UNIT 9 Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. Christmas show?? Food and Drink Unit 12 1-3 weeks A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!	Ancient Worlds 1-3 weeks UNIT 11 Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.	In the Past 1-3 weeks UNIT 7 The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. Assembly?	Environment 1-2 weeks UNIT 1 The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. Buildings UNIT 2 1-3 weeks The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.	May need to move a unit here as Christmas show is at end of Autumn 2 so may be too much to do. Communication UNIT 8 Weeks 1-2 Computing The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.
PHSE Cambs scheme	Beginning & Belonging	Family & Friends Anti-bullying	Diversity & Communities	Sex & Relationship Education Drug Education	Personal Safety	Managing Change
P.E Cambridgeshire Scheme	Gymnastics – patterns and pathways	Dance - solar system	Ball handling games	Gymnastics – hand apparatus	Athletics	Athletics Dance - machines
MFL	*Greetings *France location *Flag and language	*Body parts *Clothing	*Colours *French speaking countries and their flags	*Weather *Festivals	*Age *Birthdays *Numbers 1-10	*Class objects *Likes/dislikes
R.E Peterborough Scheme	*Christianity *Harvest	*Christianity *Christmas	*Christianity	*Judaism *Comparing faiths *Easter	*Judaism	Judaism (continued)

SMCS is included in everyday lessons. In addition, opportunities are given to learn, achieve and understand the values that underpin British Values.	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council