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

	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	Report - stone age general Instructions - how to survive the stone age Discussion – should we clone woolly mammoths? Peculiar pets poem - stone age animals * story - Stone Age Boy 'Stone Age Class' *Non-fiction – advert Stonehenge leaflet	Newspaper article - the Amesbury Archer - in role Oti, The ice man. Non fiction – report – making a bronze age sword Fiction - retell historical fiction – The Children of Lir Christmas poems	*Instructional - mummification *Play script *Setting description	*Narrative – adventure story – discovery of a tomb *Biography – Howard Carter	Non-chronological report – creatures of the deep. Fact file *Persuasive letters - pollution*	Poetry – ocean poetry *Recount – aquarium visit(?)
Grammar	*Expanded noun phrases *Punctuation *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	*Discussion *Identifying key aspects *Intonation	*Inferring thoughts and feelings *Prediction	*Non-fiction – Ancient Egypt *Fiction – Leon and the Place Between *Sequencing *Using new words in context	*World Book Day – Journey *Poetry	*Oracy *Non-fiction	*Myths *Summarising *Discussing understanding and meaning *Asking questions *Comparing contrasting
Lighthouse book	Wolf Brother - Michelle Paver	*Ug: Boy Genius of the Stone Age – Raymond Briggs (?)	*The Egyptian Cinderella – Shirley Climo	*Horrible Histories: The Awesome Egyptians – Terry Dreary	*Treasure Island – Robert Louis Stevenson (Classic Starts version)	*20,000 Leagues Under the Sea – Jules Verne (Classic Starts version)

	*Stone Age Boy – Satoshi Kitamura Bone Age, Stone Age					
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	Place Value **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 *Identify, represent and estimate numbers *Read and write numbers up to 1,000 *Solve number problems Addition & Subtraction **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	Addition & Subtraction **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 Multiplication & Division **NC objective/s:** *Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Multiplication & Division **NC objective/s:** *Calculate multiplication and division, inc. 2-digit numbers times 1-digit numbers, using mental and written methods *Solve problems Money **NC objective/s:** *Add and subtract amounts of money to give change Statistics **NC objective/s:** *Interpret and present data using bar charts, pictograms and tables *Solve one-step and two-step questions	Length & Perimeter **NC objective/s:** *Measure, compare, add and subtract lengths (m/cm/mm) *Measure the perimeter of 2D shapes Fractions **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	Fractions **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 Time **NC objective/s:** *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	Properties of Shape **NC objective/s:** *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 Mass & Capacity **NC objective/s:** *Measure, compare, add and subtract mass (kg/g) and volume (l/ml)

Computing Ilearn	E-safety	Digital comic	Coding	Digital art	Editing a document	Design a video game
	Learning to be ESafe Ilearn2 – E-safety Identify online dangers, 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. • Cyberbullying, • Websites advertisements, • Privacy and passwords, • Safely send and receive emails, • Communicate online, Use knowledge about online safety to plan a party.	Learning to create a Digital Comic Add, resize and organise colour or 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**	Learning to Program and Code Scratch Chat (Scratch JR) Write a simple 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**	Learning to create Digital Art Use stamps to build graphics and copy 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**	Learning to Edit a Document Copy and Paste text and images. Find and replace words. Format text for a purpose. Add an image and edit it inside a document. **Lit: Aquarium recount**	Learning to create a Video Game Design, add and animate backgrounds. Design 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: • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Science	Rocks **NC objective/s:** *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Animals (incl. humans) **NC objective/s:** *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own	Light **NC objective/s:** *Recognise that they need light in order to see things and that dark is the absence of light.	Continue light/start on plants	Plants **NC objective/s:** *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Forces and Magnets **NC objective/s:** *Compare how things move on different surfaces. *Notice that some forces need contact between two objects, but magnetic

	*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.	food; they get nutrition from what they eat. *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	*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 source is blocked by an opaque object. *Find patterns in the way that the size of shadows change.		*Explore the requirements of plants for life and growth and how they vary from plant to plant. *Investigate the way in which water is transported within plants. *Explore the part that flowers play in the life cycle of flowering plants.	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.
	Working scientifically (across all modules) Children should be taught to use the following practical scientific methods, processes and skills: • 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	Stone Age to Iron Age *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	Stone Age to Iron Age *Iron Age hill forts: tribal kingdoms, farming, art and culture	Broader Historical Study *Depth study of an early ancient civilisation – Ancient Egypt *Pharoahs *Ancient practices *Ancient art and artefacts	Continued *Discovery of Tutankhamun *Howard Carter *Gods and Goddesses	*Ocean explorers	*Trade links *study of life on a Scottish island

	Historical enquiry (across all modules) Pupils should: • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of resources					
Geography	*Locate continents *Creating maps	*Study of various elements of human geography – tribes and settlements, etc.	*Locating countries on a map, creating and comparing maps *Continents	*Physical geography – River Nile *Human geography *Comparing modern Egypt and ancient Egypt	*World's oceans *Plotting maps – using 8 points of compass, symbols and keys *Eco systems.	*Study of a region in the UK – not local *Scottish islands *Locating countries - identify human and physical features *Describe and understand climate, rivers, settlements, trade links
	Geographical skills and field work (across all modules – where appropriate) Pupils should be taught to: • 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	**Cave paintings – using natural paints Lascaux famous for its Cave paintings**	**Stonehenge silhouette art – collage**	**Pharaoh self-portraits – repeating patterns**	**Egyptian jewellery making – multimedia crafting**	**Ocean art – Hokusai focus - watercolour**	**Creatures of the deep – clay**
Possible Artists	Modern artist-**Teyjah McAren.** **Monet and Picasso** have links with Cave painting too	John Meir – 1756 Born Silhouette painter British Matisse	Vincent Van Gogh- self portraits Felipe Galindo – *modern*	Peter – Carl Faberge http://www.michelkeck.com/ collage	Hokusai – Japanese artist Monet – Water colour	Noriko Kuresumi- Sea inspired -clay artist Lorein Stern –modern
	Explore. Develop. Evaluate • 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	Building a Stone Age shelter	Iron Age shields - pottery	Egyptian bread making	Coffin masks		Create submarines – link to forces?

	Explore, Develop, Evaluate • 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 chldren 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 nd sounds of a buliding 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	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	
SMCS is included in everyday lessons. In addition, opportunities are given to learn,	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council	*Assemblies *School council

achieve and understand the values that underpin British Values.						