



Northborough School - Long Term Plans - Year 3

Key Drivers: exploration, innovation and creativity; conflict, change and impact; beliefs, identity and diversity.

| | Autumn Term | | Spring Term | | Summer Term | |
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| Curriculum Project | Stone Age Bronze age to Iron Age | Local Study WW2 and the Home Front | Mountains Rivers and Water Cycle | Ancient Egypt | Volcanoes and Earthquakes | UK Cities and countries |
| Memorable experience | Trip to Flag Fen Y3 Dance Festival | | Ancient Egyptian Day Local river study | | Peterborough visit Church visit | |
| English – writing fiction | Narrative Diary entry Playscript Legend | - Narrative Thank-you letter | Narrative with dialogue | Adventure story including dialogue Setting description | Narrative | Debate |
| non fiction | Report Instructions Discussion Advert | Biography Recount Explanation | Persuasive letter Explanation | Biography Writing a letter in role | Non chron report Information text | |
| Poetry | Poetry | Poetry | | | | Poetry |
| 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 |
| Spelling Spelling Bee 3 | Steps 1-6 | Steps 7-12 | Steps 13 - 18 | Steps 19 -24 | Steps 25 -30 | Steps 31 - 36 |
| Reading | *Discussion *Identifying key aspects *Intonation | *inferring thoughts and feelings *Prediction | *Non-fiction – Ancient Egypt *Fiction – Leon and the Place Between *Sequencing | *World Book Day – | *Non-fiction | *Summarising *Discussing understanding and meaning *Asking questions |

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| | | | *Using new words in context | | | *Comparing contrasting |
| Skills focus Scholastic | RETELLING | LITERAL QUESTIONING | PREDICTION | INFERENCE | CLARIFICATION | EVALUATING |
| Reading by weekly theme (Ashley Booth collection) | Prehistoric Britain Rocks and Fossils | Poetry Volume 1 Phillip Reeves and Sarah McIntyre | Light and Shadows Dick King Smith | Poetry 2 Notable people 2 | Volcanoes Forces | Towns and cities Picture books volume 1 |
| Extended reading | The Queens Nose Dick King Smith | | | | The Boy Who Grew Dragons | |
| Maths | <u>Place Value</u> <u>Addition & Subtraction</u> | <u>Addition & Subtraction</u> <u>Multiplication & Division</u> | <u>Multiplication & Division</u> | <u>Fractions</u> | <u>Fractions</u> | <u>Mass & Capacity</u> |
| | <u>As above</u> | <u>Statistics</u> | <u>Money</u> | <u>Length & Perimeter</u> | <u>Time</u> | <u>Properties of Shape</u> |
| Computing Ilearn | E-safety | Digital comic | Coding | Digital art | Editing a document | Design a video game |
| | 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> | <u>Animals (incl. humans)</u> | <u>Light and Shadows</u> | <u>Continue light/start on plants</u> | <u>Forces and Magnets</u> | <u>Plants</u> |
| | 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> <u>*late Neolithic hunter-gatherers and early farmers (Skara Brae)</u> | <u>Local Study</u> <u>WW2</u> <u>The Home Front</u> | | <u>Broader Historical Study</u> <u>Ancient Egypt</u> | | |

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| | <p>*Bronze Age religion, technology and travel (Stonehenge)</p> <p>*Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | | | <p>*Depth study of an early ancient civilisation – Ancient Egypt</p> <p>*Pharaohs</p> <p>*Ancient practices</p> <p>*Ancient art and artefacts</p> | | |
| | <p>Historical enquiry (across all modules)</p> <p>Pupils should:</p> <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 Understand how our knowledge of the past is constructed from a range of resources – discussion /visits to archaeological site (flag fen) / Howard carter | | | | | |
| Geography | | Local maps | Mountains, Rivers and the Water Cycle | | | UK Cities and counties |
| | <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 | Drawing + Digital Media | | Painting + Printing | | Sculpture + Textiles | |
| Possible Artists | | | | | | |
| | <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 | | Structures – stiffen, strengthen and reinforce | | Mechanisms – levers and linkages | | Textiles |
| | <p>Food tech – half termly</p> | | | | | |
| <p>Explore, Develop, Evaluate</p> <ul style="list-style-type: none"> to generate ideas for an item, considering its purpose and the user/s | | | | | | |

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| | <ul style="list-style-type: none"> 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 Charanga | Pulse, Rhythm and Pitch | Nativity | Playing in an Orchestra | Inventing a musical story | Recognising different sounds | Exploring Improvisation |
| PHSE | Beginning & Belonging | Family & Friends Anti-bullying | Diversity & Communities | Sex & Relationship Education Drug Education | Personal Safety | Managing Change |
| P.E Cambridgeshire Scheme | Fundamentals Y3 Hockey | Football Dodgeball | Tag Rugby Dance | Handball Ball Skills | Gymnastics Rounders | Athletics Cricket |
| 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 | People of Faith | *Christianity *Christmas | *Christianity | *Comparing faiths *Easter | *Judaism | Judaism (continued) |
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