Year 3 Long Term Plan   Woodland Grange Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Fiction text: Fantasy** Skim and scan Character description List poem Instruction writing **Picture Book** -scientific and narrative descriptions -extend and reorder sentences -alter sentences for impact -Recount a story -writing from a character's point of view (speech) -synopsis -write a short story **Poetry: Performance / Nonsense Poetry:** Investigating performance poetry Rhyme, rhythm, nonsense Write own version of a nonsense poem	**Fiction text: Historical Fiction** Prediction Structure presentation Retrieve and record Expressing opinions Drama - Character profile Description Diary Letter writing Writing from a character's viewpoint Comparisons Postcards Plan own version **Picture Book –** Predict (stated / implied) -Describe and compare character's traits -Suspense writing (short, snappy sentences, 'show don't tell', metaphors, personification) -Balanced argument (rhetorical question, conjunctions for supporting / opposing, summarise, present tense, conclusion) -PEE to present an argument	**Poetry: Question and Answer Poems** Explore question & answer poems Write own poem Explore rhyming patterns Write town question & answer poem Read aloud using appropriate intonation and volume so meaning is clear **Non-fiction: Narrative** Consider the novel as whole Narrative Setting description Postcard Storyboard Narrative write - journey	**Fiction Text: Adventure stories** -Retrieve and infer meaning, identify themes, authors language choices, setting description, adventure story-planning and editing **Poetry: Kennings** Identify Kennings in a poem Use colour to create images Write a kenning poem	**Fiction text: Explanation** Develop language, Response to illustrations Exploring author language choices on readers Responding to illustrations Consider the novel as whole	**Fiction text: Traditional tales** Themes and conventions Authors language choices Draw inferences from dialogue and action Predicting Own traditional tale Short news report Diary entry Character description Advert **Poetry: Limerick/Clerihew** Investigate the structure of a limerick Exploring rhythm and rhyme Write their own limerick Compare limerick and Clerihew Write their own clerihew Perform own poem using intonation, tone, volume and action.
Maths	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money Time	Time Shape Statistics
Science (Collins Snap Science)	Movement and nutrition for the human body	Our changing world Forces, friction and magnets	Light and Shadow Our changing world	Rocks, soils and fossils	Our changing world Flowering plants and plant growth.	Flowering plants and life cycle.
Computing	Computing systems and networks – Connecting computers Creating media - Stop frame animation		Programming – Sequencing sounds Data and information - Branching databases		Creating media - Desktop publishing Programming – events and actions in programs	
History		**Stone Age to Iron Age** **Key enquiry question:** How did life in Stone Age Britain change from the Palaeolithic to Neolithic eras?	**Stone Age to Iron Age** **Key enquiry question:** How did Britain change from the Bronze Age to the Iron Age?			**Ancient Egyptians** **Key enquiry question:** What stayed the same across 3,000 years?
Geography	**Using and making maps** **Enquiry questions:** What can we learn from compass directions?	**UK regions (to precede Stone Age to Iron Age)** **Enquiry questions:** What is a region?		**UK Study: Peak District (to come after Stone Age to Iron Age) – trip to the Peak District** **Enquiry questions:**	**Water and the water cycle** **Enquiry questions:** How does water affect our lives? Where does water come from?	

	How are grid squares useful? How do maps use symbols and keys? **UK cities and countries** **Enquiry questions:** What are the main cities of the UK? What are the UK counties and districts? What is special about the UK?	What are the physical landscape regions of the UK? How is the land used in the South-West? How is the land use in London different to in the South-West?		What is the Peak District like? What can we find out about Thor's cave? What is Matlock like and why? **Start: Water and the water cycle**	What are people doing to improve water supplies?	
DT (Projects on a Page)	FOOD (Healthy and varied diet)		TEXTILES (2D shape to 3D product) Celtic coin holders		MECHANICAL SYSTEMS (Pneumatics)	
Art		Sketching techniques and using different forms of sketching materials based on cave art (Lascaux caves)		Pointillism looking at Seurat		Collages based on Egyptian feathered headdress
PE (Get Set 4 PE)	Indoor: Dodgeball Outdoor: Tennis	Indoor: OAA Outdoor: Tag Rugby	Indoor: Dance Outdoor: Basketball	Indoor: Gymnastics Outdoor: Football	Indoor: Fundamentals Outdoor: Athletics	Indoor: Golf Outdoor: Rounders
RE	What do Christians learn from the Creation story? What is it like for someone to follow God?		How do festivals and worship show what matters to Muslims? How do festivals and family life show what matters to Jewish people?		What kind of world did Jesus want? How and why do people try to make the world a better place?	
Everyone's Welcome (No Outsiders)	This is Our House To understand what discrimination means.	We're All Wonders To understand what a bystander is.	Beegu To be welcoming.	The Truth About Old People To recognise a stereotype.	Super Duper You To know what I am Like.	Planet Omar: Accidental Trouble Magnet To consider living in Britain today.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance for Diversity	Encouraging Diversity	
PSHE	Relationships – Together Everyone Achieves More	Health & Wellbeing – It's My Body	Living in the Wider World - Britain	Relationships - Be Yourself	Health & Wellbeing – Aiming High	Living in the wider World - Money Matters
Music	Pulse	Voice	Rhythm	Pitch	Music Technology Structure and Form	Music in the 21st Century
Languages (French)	Unit 1 Bonjour – Greetings and Introducing Myself (First person)	Unit 1 Bonjour cont. -Numbers up to 20, -Christmas End of unit assessments	Unit 2 En Classe – Colours and Classroom Objects - Galette des Rois	Unit 3 Mon Corps –Days of the week, - Body Parts introduction - Easter End of unit assessments	Unit 3 Mon Corps cont. - My Body and Simple Sentences/ Conversations	Unit 4 Les Animaux – Animals End of unit assessments