

Hartford Manor Primary School

Key Stage 2 Long term plan

Year 3



This is a draft document – further detail will be added as the year progresses.

	Autumn term: Who was Tutankhamun?	Spring term: What are you made of?	Summer term: Who were the Croods?
English	<p>Fiction - Creating plots/paragraph types                      Non-fiction – Diaries/non-chronological report                      Playscript                      Mystery story                      Poetry – On a theme (Winter)                      Texts:                      T4W texts                      Howard Carter’s diary                      The Egyptian Cinderella                      Stickman                      Topic related poetry                      Topic related non-fiction                      SPAG:                      Revisit areas previously covered                      Direct speech                      Rules of speech                      First and third person                      Adverbs                      Inverted commas</p>	<p>Poetry                      Persuasive writing – Advertising and letter writing                      Discussion: for or against                      Fables/folk tales                      Texts:                      T4W texts                      Funny bones                      Meerkat mail                      Rainbow Bear                      Topic related poetry                      Topic related non-fiction                      SPAG:                      Prepositions                      Paragraphing                      Determiners                      Possessive apostrophes                      Adverbs</p>	<p>Fiction – Cliff hangers/paragraphs                      Non-fiction - Explanation texts/Non-chronological report                      Poetry - Performance                      Texts:                      T4W texts                      Stone Age Boy                      The Iron Man                      Topic related poetry                      Topic related non-fiction                      SPAG:                      Main and subordinate clauses                      Subordinate conjunctions                      Fronted adverbials                      Ellipsis                      Articles</p>
Maths	<ul style="list-style-type: none"> <li>• Read and write numbers to 1000 in numerals and words.</li> <li>• Recognise the place value of each digit in a three-digit number.</li> <li>• Partition numbers in different ways.</li> <li>• Identify, represent and estimate numbers using different representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 x table.</li> <li>• Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole.</li> <li>• Compare and order unit fractions with the same denominators.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and order numbers up to 1000.</li> <li>• Find 1, 10 or 100 more or less than a given number.</li> <li>• Count from 0 in multiples of 50 and 100.</li> <li>• Add and subtract numbers mentally, including: a three-digit number and ones; and tens; and hundreds.</li> <li>• Add and subtract numbers with up to three digits using formal written methods.</li> <li>• Estimate answers to calculations and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 x table.</li> <li>• Calculate mathematical statements for multiplication and division and write them using the appropriate operation signs.</li> <li>• Solve problems involving multiplication and division using materials, arrays, repeated addition and mental methods.</li> <li>• Make 3-D shapes using modelling materials.</li> <li>• Recognise 3-D shapes in different orientations and describe them.</li> <li>• Compare and sort common 3-D shapes and everyday objects.</li> <li>• Assess and review week.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and calculate mathematical statements for multiplication and division using multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute.</li> <li>• Record and compare time in terms of seconds, minutes and hours.</li> <li>• Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>• Compare durations of events.</li> <li>• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>• Count up and down in tenths.</li> <li>• Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</li> <li>• Assess and review week.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>• Measure, compare add and subtract: lengths (mm, cm, m); mass kg/g; volume/ capacity (l/ml).</li> <li>• Draw 2-D shapes and measure the perimeter of simple 2-D shapes.</li> <li>• Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example 1kg and 200g)</li> <li>• Interpret and present data using bar charts, pictograms and tables.</li> <li>• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</li> <li>• Assess and review week.</li> </ul>
Science	<p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>• recognise that we need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Identify that humans and some other</li> </ul>	<p><b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are</li> </ul>

	<ul style="list-style-type: none"> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>ind patterns in the way that the size of shadows change.</li> <li>Play mirror games to help them answer questions about how light behave.</li> <li>Measure shadows and find out how they are formed and how they change.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>* identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>* Comparing the effects of different factors on plant growth.</li> <li>*Discovering how seeds are formed.</li> </ul>	<p>animals have skeletons and muscles for support, protection and movement.</p> <ul style="list-style-type: none"> <li>To learn about the importance of nutrition.</li> <li>Introduction to main body parts associated with the skeleton and muscles.</li> <li>Finding out how different parts of the body have special functions.</li> <li>Identify and group animals.</li> <li>Explore diets of different animals.</li> <li>* Research different food groups.</li> </ul>	<p>trapped within rock</p> <ul style="list-style-type: none"> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p>* We are learning about sedimentary, metamorphic and igneous rock types. * Investigating how hard and absorbent different rocks are. * Examining different soil types.</p> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Covering different magnets.</li> <li>Comparing how different things move on different surfaces.</li> <li>How the properties of magnets make them useful in everyday items.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Continue to develop understanding of how a computer and technology works, focusing on computational thinking.</li> <li>Continue to use technology to create graphs and charts.</li> <li>Understand which a database is, and the basic structure of a database.</li> <li>Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings as</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use technology to create graphs and charts.</li> <li>Understand which a database is, and the basic structure of a database.</li> <li>Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use technology to create graphs and charts.</li> <li>Understand which a database is, and the basic structure of a database.</li> <li>Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings as</li> </ul>

	appropriate.	<p>as appropriate.</p> <ul style="list-style-type: none"> <li>• To understand the basic structure of a database.</li> <li>• To be able to add data to a pre-made database.</li> <li>• To use the data in a pre-made database to generate graphs and charts.</li> <li>• To use technology to create graphs and charts.</li> <li>• Develop key questions to search for specific information with purpose to answer a problem e.g. to find out about different part of the body.</li> <li>• Understand how a search engine works and begin to create and enter appropriate search strings.</li> </ul>	<p>appropriate.</p> <ul style="list-style-type: none"> <li>•Continue to word process a range of work in other curriculum areas, using more advanced word processing features such as columns and borders.</li> <li>•Work together to collaboratively produce a presentation using cloud based tools.</li> <li>•Understand the differences between a word processor and desktop publishing tools and use desk top publishing tools to create posters, leaflets and other documents which require specific formatting.</li> <li>• Develop key questions to search for specific information with purpose to answer a problem e.g. to find out about different Egyptian gods.</li> <li>• Understand how a search engine works and begin to create and enter appropriate search strings.</li> <li>•Save and retrieve accessed information through the use of Favourites, History, and Save As</li> <li>•Understand that some information found through searching is more relevant than others</li> <li>•Use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information (ref. creating and publishing unit)</li> <li>•Talk about and describe the process of finding specific information</li> </ul>
History	<p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p>	<p>History of diet, medication and medical advancements e.g x ray</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b>  Examples (non-statutory):  This could include:  * Neolithic hunter-gatherers and early farmers, for example, Skara Brae  * Bronze Age religion, technology and travel, for example, Stonehenge  * Iron Age hill forts: tribal kingdoms, farming, art and culture</p>

Geography	Location of Egypt and study of Egypt today. Focus in the River Nile and land use.	Physical geography, including volcanoes and earthquakes. Topic focusing on extreme weather and changes in climate.	Human geography, including types of settlements, land use and distribution of natural resources, i.e. rocks and minerals.
Art	<ul style="list-style-type: none"> <li>Designing and decorating Egyptian death masks.</li> <li>Egyptian inspired papyrus drawings. Focusing on frontalism style and specific colour pallet.</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia animal skeleton sketches.</li> <li>Giacometti study – create sculptures</li> <li>Keith Haring style pictures</li> </ul>	<ul style="list-style-type: none"> <li>Silhouette pictures</li> <li>Design and make Stone Age bracelets</li> <li>Beaker Culture – designing and making clay beakers</li> <li>Andy Goldsworthy study</li> </ul>
DT	<ul style="list-style-type: none"> <li>Follow clear instructions to mummify an orange in a similar process used by the Egyptians.</li> <li>Create stick characters and settings inspired by the story Stickman</li> </ul>	<ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, and prototypes.</li> <li>* To design a healthy meal.</li> </ul>	<ul style="list-style-type: none"> <li>* Bushcraft activities linked to topic; build a shelter, make and use Stone aged cutting tools and develop knife and fire building skills.</li> <li>understand how key events and individuals in design and technology have helped shape the world (linked to the new build at school).</li> </ul>
RE	<p><b>*Why is the Bible important?</b>  <b>*The wider church Christmas perspectives.</b></p>	<p><b>*Jesus the healer/ Parables</b>  <b>*Descriptions of God</b></p>	<p><b>*Islam – Family life</b>  <b>*Islam - Allah</b></p>
PSHE	<p><b>*New beginnings</b>  <b>*Getting on and falling out</b></p> <p><b>British values:</b> mutual respect</p>	<p><b>*Say no to bullying</b>  <b>*Going for goals</b></p> <p><b>British values:</b> mutual respect</p>	<p><b>*Good to be me</b>  <b>*Sex and relationships education</b></p> <p><b>British values:</b> mutual respect, tolerance of those of different faiths and beliefs</p>
PE	<p><b><u>Indoors Yr 3</u></b>  Egyptian Dance – Life on the Nile  LCP Units 8&amp;9  <b><u>Outdoors Yr 3</u></b>  Ball Handling Skills – Control Units N-S (NZ Scheme)</p>	<p><b><u>Indoors Yr 3</u></b>  Dance – The Skeleton dance  Wirral Scheme 5:1 The Body  <b><u>Outdoors Yr 3</u></b>  Striking and Fielding Unit 3:2 Wirral Scheme  LCP Unit 12</p>	<p><b><u>Indoors Yr 3</u></b>  Symmetry Asymmetry  Gymnastics Unit 3:1 Wirral Scheme  LCP Unit 14    <b><u>Outdoors Yr 3</u></b>  Golden Mile / Athletics LCP Unit 17</p>

	<p><b>Indoors Yr 3</b> Symmetry Asymmetry Gymnastics Unit 3:1 Wirral Scheme LCP Unit 15</p> <p><b>Outdoors Yr 3</b> Invasion Games Unit 3:1 Wirral Scheme LCP Unit 10 Sainsbury's School Games Cards / Matalan Cards</p> <p>Swimming proficiency at 25m (KS1 or KS2)</p>	<p><b>Indoors Yr 3</b> Pathways Gymnastics Unit 3:2 Wirral Scheme Matalan Cards</p> <p><b>Outdoors Yr 3</b> Striking and Fielding Unit 3:2 Wirral Scheme LCP Unit 12</p> <p>Swimming proficiency at 25m (KS1 or KS2)</p>	<p><b>Indoors / Outdoors Yr 3</b> <b>Sports Day</b> Locomotion Units C-I (NZ Scheme)</p> <p><b>Outdoors Yr 3</b> Rounders - Sainsbury's School Games Cards / Matalan Cards</p>
Music	<ul style="list-style-type: none"> <li>• Music Express</li> <li>• Rehearsing for and performing at the Harvest Festival and Christmas Carol concert.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and performing body part percussion.</li> <li>• Year 3 &amp; 4 production</li> </ul>	<ul style="list-style-type: none"> <li>• Music express</li> <li>• Explore making topic inspired music with natural materials; sticks, stones etc</li> </ul>
French	<p><b>GREETINGS</b> Questions and answers related to name Ask/reply 'How are you?' Numbers to 20 Ask/reply re. age</p> <p><b>AT SCHOOL</b> Classroom objects Un/une/J'ai Days of the week and months of the year Birthdays</p>	<p>ME AND MY FAMILY Colours Where we live Describe self – Y3/4 face only Family Clothes</p> <p>ANIMALS Animal names Favourite animals Pets Where is the...?</p>	<p>SPORTS/FOOD/WEATHER Favourites, likes/dislikes Weather reports...</p>
Visits	Liverpool World Museum	Sports specialist in school delivering sport and fitness workshops.	Forest Camp residential

For more information on the statutory requirements in all subjects, including English and Maths please follow the link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

