



## Year 3 Long term Plan 2022-2023

|       | <b>Autumn 1</b><br><b>Theme: Community</b>   | <b>Autumn 2</b><br><b>Theme: Change and progress</b>  | <b>Spring 1</b><br><b>Theme: Exploration and discovery</b>  | <b>Spring 2</b><br><b>Theme: Technological advancement</b>                             | <b>Summer 1</b><br><b>Theme: Climate and sustainability</b>  | <b>Summer 2</b><br><b>Theme: Conflict and Power</b>  |
|-------|--|---|---|--|--|--|
| Texts | <p><b>DR</b><br/>Wind in The Willows – modern classic fiction</p> <p>Levelled texts:<br/>Days with Frog and Toad.<br/>Frog and Toad are friends.</p> | <p><b>DR</b><br/>Magic Finger by Roald Dahl</p> <p>The Journey of Llion by Richard Platt.</p> | <p><b>DR</b><br/>TBC</p>  | <p><b>DR</b><br/>The First Drawing – Mordicai Gerstein.</p> <p>UG – Raymond Briggs</p> | <p><b>DR</b><br/>TBC</p>                                     | <p><b>DR</b><br/>Egyptian Cinderella – Shirley Climo<br/>fairy story/story from other cultures</p> <p>The Story of Tutankhamun – Isabel Green berg</p> |
| Maths | <p>Maths mastery</p> <p>Number sense and exploring calculation strategies</p> <p>Place value</p> <p>Graphs</p>                                       | <p>Maths mastery</p> <p>Addition and subtraction</p> <p>Length and perimeter</p>              | <p>Maths mastery</p> <p>Multiplication and division</p> <p>Deriving multiplication and division facts</p> | <p>Maths mastery</p> <p>Time</p> <p>Fractions</p>                                      | <p>Maths mastery</p> <p>Angles and shape</p> <p>Measures</p> | <p>Maths mastery</p> <p>Securing multiplication and division</p> <p>Exploring calculation strategies and place value</p>                               |



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|                      |  |  |   |   |  |   |
|----------------------|--|--|---|---|--|---|
| English              | Entertain - CLPE<br>Poetry – A Kid in My Class<br>Narrative (Adventures – character and setting focus)   | Inform – Recount<br>-Biography   | Entertain Narrative – author study (character/setting and plot/structure focus)<br><br>Question and Answer poems<br><br>Inform- Explanations  | Inform - Instructions   | Entertain - Narrative (traditional tales – plot/structure focus)<br><br>Haiku and Tanka  | Persuade<br>Persuasive (letters)  |
| Science              | <b>Why should I eat different foods? How do I move?</b>  | Super Scientist<br>Mary Anning.  | <b>Why are rocks so important to us?</b>  | <b>What would our lives be like without magnets?</b>  | <b>Why are flowers important?</b>  | <b>What do our shadows tell us?</b>   |
| Geography or History | <b>Geography:</b><br><b>City, Urban, Rural</b><br><b>Physical features</b><br><b>Human features</b><br><br>Should boats be banned on the broads? | <b>History:</b><br><b>Empire,</b><br><b>Democracy, time, chronology,</b><br><b>significance,</b><br><b>historical evidence.</b><br><br>What have the Romans done for us? | <b>Geography:</b><br><b>Capital city</b><br><b>Rivers</b><br><b>Population</b><br><br>If Europe was to have a capital city, what would it be? | <b>History:</b><br><b>Time, chronology, change, historical evidence.</b><br><br>When would you prefer to live: Stone Age, Bronze Age or Iron Age? | <b>Geography;</b><br><b>Tectonic plates, climate zones, volcanoes and earthquakes</b><br><br>Which are worse earthquakes or volcanoes? | <b>History:</b><br><b>Empire, interpretations, historical evidence.</b><br><br>Should Tutankhamen’s tomb belong to Britain? |



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|----------------------|--|--|---|---|--|--|
| Art/DT               | <b>Structures:</b><br>-Shell structures<br><b>Can we make a box? (for a toy car)</b>                                   | Drawing and sketchbooks<br><b>Gestural Drawing with Charcoal</b> | <b>Textiles:</b><br>2-D shape to 3-D product<br><b>Can we make a purse?</b> | Surface and colour<br><b>Working with Shape and Colour</b><br>"Painting with Scissors":   | <b>Food:</b><br><b>Can I make a healthy lunch? (pitta pockets)</b><br>Healthy and varied diet (including cooking and nutrition requirements for KS2) | Working in 3d<br><b>Telling Stories Through Drawing &amp; Making</b>   |
| Computing            | <b>E-Safety</b><br><b>Connecting computers</b><br>What is our school network?  | <b>Stop frame animation</b><br>Can a picture move?               | <b>Sequencing sounds</b><br>Can an instrument be programmed?                | <b>Branching databases</b><br>How can data be used to identify new things?  | <b>Desktop publishing</b><br>How do text and images communicate messages?  | <b>Events and actions in programs</b><br>How can you escape the maze?  |
| PE                   | <b>Gymnastics:</b> Linking   | <b>Invasion:</b> Handball  | <b>Dance</b><br>Wild Animals  | <b>Invasion:</b><br>Tag Rugby   | <b>Net / Wall Tennis</b>   | <b>Striking &amp; Fielding</b><br>Rounders   |
| Personal development | <b>Mental Health and Well-Being</b><br><br>Families and People Who Care for Me:<br><br><b>NSPCC PANTS Helping Hand</b> | <b>Caring Friendships:</b><br><br>Money and Me:                  | <b>Being Safe</b><br><br>Changing Adolescent Body                           | <b>Online Relationships /Internet Safety and Harms:</b><br><br><b>Mental Well-Being:</b><br><br><b>Physical Health and Fitness:</b> | <b>Respectful Relationships:</b><br><br><b>Drugs, Alcohol and Tobacco:</b>   | <b>Health and Prevention:</b><br><br><b>Basic First Aid:</b><br><br><b>Money and Me:</b><br><br><b>Road and Sea Safety</b> |



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|-------|--|--|--|---|---|---|
|       |  |  |  |   |   |   |
| RE    | Would Diwali at home and in the community bring a feeling of belonging to a Hindu child?<br>Religion: Hinduism | Has Christmas lost its true meaning?<br>Concept: Incarnation<br>Religion: Christianity | Could Jesus heal people? Were these miracles or is there some other explanation?<br>Concept: Incarnation<br>Religion: Christianity | What is 'good' about Good Friday?<br>Concept: Salvation<br>Religion: Christianity       | How can Brahman be everywhere and in everything?<br><br>Religion: Hinduism      | Do Sikhs think it is important to share?<br><br>Religion: Sikhism |
| MFL   | Numbers and simple greetings   | Classroom instructions and colours<br><br>French Christmas carols                      | Food and drink<br><br>Understanding and responding to questions  | Days of the week<br><br>Easter rhymes and understanding<br>Easter traditions in France. | Months of the year<br><br>Listening to and joining in reading stories in French | Expressing likes and dislikes                                     |
| Music | Environment (Composition)  |  | Singing French (Pitch)   |   | Human Body (Structure)  |   |