

Frodsham CE Primary School Long Term Plan 2016/2017 Year 3

As God's family we love, learn and play together.

	Autumn	Spring	Summer
Big question	 <p>Who were the first people to live in Britain? How was life different from ours today? A history based unit which looks at:</p> <ul style="list-style-type: none"> • What jobs archaeologists do and why they are so valuable in helping us find out about history? • How the Early Britons made shelters? • The Stone, Bronze and Iron Ages? • The life styles of the early Britons through the art they produced?advantages/disadvantages of living • How the early Britons would have communicated? 	 <p>Why do so many people go to the Mediterranean for their holidays? A geography based unit which looks at:</p> <ul style="list-style-type: none"> • The advantages/disadvantages of living in a Mediterranean country. • The climate • Fruits and vegetables produced in Mediterranean countries. • Mediterranean food • Tourism • Languages and currency • Famous Mediterranean artists • Music 	 <p>What significant changes have occurred in Frodsham over the past 150 years? Link to Victorians A history topic in which children investigate what life would have been like in Frodsham over the last 150 years. Children will:</p> <ul style="list-style-type: none"> • Explore what made people come and live in Frodsham in the first place • Find out when St. Laurence's' Church and our school were built and what can we find out about their history. • Research why Frodsham has a war memorial. • Famous people who lived in Frodsham e.g. Gary Barlow & Daniel Craig (our school links) • Our railway station and the famous train accident.
Wow Starter	<p>Share a presentation about the artefacts found related to the Ancient Britons and consider their purposes. Visit to an archaeologist site e.g.woodhouses hillfort.</p>	<p>A visit to or from a travel agent having thought of questions to ask first.</p>	<p>A guided walk through Frodsham following the history trail photographing what is here now. Back in school compare with Local History photographs taken over the past 150 years.</p>

Geography		Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country.	
History	Changes in Britain from the Stone Age to Iron Age		A study of Local History taking account of a period of history that shaped the locality – the Victorian period.
Art	Cave drawings, clay jewellery, standing stones pictures	Paint in the style of a well-known Mediterranean artist.	Looking at the work of great artists/architects/designers.
Art skills and elements taught through the class theme highlighted	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
DT	Stewed fruit (cooking and nutrition)	Make a Mediterranean food dish	
D & T skills taught through a designing and making project linked to class theme highlighted	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas
Numeracy	Number and place value – count from & back to zero in single-digit steps or multiples of 10. Partition two-digit numbers into multiples of 10 & 1 in different ways. Recognise the place value of each digit in a three-digit number. Read, write & order whole numbers to 1000 & position them on a number line. Addition & subtraction – recall addition and subtraction facts for all numbers to 20. Add and subtract multiples of 10 mentally. Use formal	Number and place value – read, write, compare and order whole numbers to at least 1000. Round 2-digit or 3-digit numbers to the nearest 10 or 100. Shapes & symmetry – Relate 2-D shapes & 3-D solids to drawings of them; describe, visualise and classify the shapes. Draw the reflection of a shape in a mirror line along one side. Addition & subtraction – add or subtract two-	Shapes & symmetry – Draw the reflection of a shape in a mirror line along one side. Measure the perimeter of simple 2-D shapes. Multiplication and division – recall & use multiplication facts for the 2, 3, 4, 5, 6, 8 & 10 times-tables and the related division facts. Develop efficient mental methods to multiply larger numbers. Use reliable written methods to multiply & divide two-digit numbers & round remainders up or down, depending on

	<p>written methods to add and subtract two-digit numbers and three digit numbers. Add and subtract money, including giving change. Shapes & patterns – Recognise, draw & complete shapes with reflective symmetry. Name & describe 2-D and 3-D shapes. Multiplication and division – recall and use multiplication facts for the 2, 3, 4, 5 and 10 times-tables and the related division facts. Recall the 2, 3, 4, 5 and 10 times-tables. Fractions & decimals – count up & down in tenths. Recognise, find and write unit fractions of numbers and quantities (e.g. 1/2, 1/3, 1/4 and 1/6 of 12) Read & write proper fractions (e.g. 3/7, 9/10), interpreting the denominator as the parts of a whole & the numerator as the number of parts. Measures – Use appropriate units to estimate, measure & record measurements. Measure length to the nearest 1/2 cm. Read time to the nearest 5 minutes. Position, movement & angle – identify right angles in shapes. Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p>	<p>digit numbers mentally. Use formal written methods to add and subtract numbers with up to three digits. Multiplication and division – recall and use multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables & related division facts. Develop efficient mental methods to multiply larger numbers. Use reliable written methods to multiply & divide two-digit numbers (e.g. 23×3, $50 \div 4$) & round remainders up or down, depending on the context. Fractions & decimals – recognise fractions of shapes that are shaded. Find fractions of numbers & use diagrams to show two equivalent fractions. Measures – Estimate, measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Estimate, read, record & compare times to the nearest 5 minutes, using analogue and digital clocks.</p>	<p>the context. Fractions & decimals – use diagrams to recognise and show equivalent fractions. Add & subtract fractions with the same denominator. Put fractions with the same denominator in order. Measures – choose suitable units to estimate & measure length. Read a scale to the nearest division or half-division. Read the time on a clock to the nearest minute Position, movement & angle - recognise angles as a property of shape & associate angles with turning. Identify right angles; recognise that 2 right angles make a half-turn etc. Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p>
Literacy	<p>Myths and legends <u>Reading outcome:</u> increase familiarity with a wide range of books, including myths and legends, retelling some of these orally. Drawing inference such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence. Predicting what might happen from details stated & implied. Summarising. <u>Written outcome:</u> Plan writing by</p>	<p>Stories with familiar settings <u>Reading outcome:</u> Listening to, discussing and expressing views about a wide range of stories. To identify themes in stories. To infer, emphasise & deduce answers from text. <u>Writing outcome:</u> To create settings through writing. To discuss writing similar to that which they are planning. To write in order to understand and learn from its structure, vocabulary and grammar. <u>Grammar outcome:</u> Fronted adverbials &</p>	<p>Information text <u>Reading outcome:</u> Analyse how information texts work, particularly non-chronological reports, identifying how layout and language features contribute to meaning. <u>Written outcome:</u> Write own information text based on notes gathered from several resources. <u>Grammar outcome:</u> use paragraphs to organise ideas. Letter</p>

	<p>discussing key features. To plan writing by discussing and recording ideas. To draft and write by composing and rehearsing sentences orally (including dialogue) To create settings, characters and plot when writing. <u>Grammar outcome:</u> Use of speech & other punctuation to indicate speech. Expanded noun phrases.</p> <p style="text-align: center;">Poems to perform</p> <p><u>Reading outcome:</u> Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. <u>Written outcome:</u> Model how to construct a poem using the same model and rhythm but with a different subject or focus. Gather ideas and possible words and phrases to include making use of rhyming dictionaries. Rehearse and perform poems and evaluate each other's contributions.</p> <p style="text-align: center;">Non chronological report</p> <p><u>Reading outcome:</u> Introduced to non-fiction books that are structured in different ways. <u>Written Outcome:</u> produce a simple flowchart or diagram and record a series of sentences to support the explanation. <u>Grammar outcome:</u> how the grammatical pattern in a sentence indicates its function – questions & statements.</p>	<p>expanded noun phrases.</p> <p style="text-align: center;">Reports</p> <p><u>Reading outcome:</u> reading a variety of non-chron. Reports. Using dictionaries to check meaning of words read. Asking questions to improve understanding. Retrieving & recording information. <u>Written Outcome:</u> Use research & note taking techniques and then organise information. Use simple organisational devices (headings & sub-headings) <u>Grammar outcome:</u> use a wider range of conjunctions (when, if, because, although) Introduce paragraphs. Shape poetry – link to topic – focus upon language to create effect</p>	<p><u>Reading outcome:</u> read letters written for different purposes, ideally as part of a story based on, or including, letters. Identify the key features of different types of letters formal/informal. <u>Written Outcome:</u> write a letter for a specific purpose and audience. <u>Grammar outcome:</u> recognise how commas, connectives and full stops are used to join and separate clauses, to identify in writing where each is most effective.</p> <p style="text-align: center;">Adventure and mystery</p> <p><u>Reading outcome:</u> discuss themes & issues which arise, making connections with their own lives. To develop critical responses to story through drama & role play. <u>Written Outcome:</u> to write in role – to write an adventure story focusing on plot. <u>Grammar outcome:</u> focus on all aspects of year 3 grammar – sentence structure – ly openers, time connectives, conjunctions, paragraphing, punctuation.</p> <p style="text-align: center;">Author study</p> <p><u>Reading outcome:</u> identifying themes and conventions, drawing inferences e.g. characters' feelings, thoughts & motives from their actions. Predicting & justifying thoughts. <u>Written Outcome:</u> to write in role. To plan, compose, edit & publish stories. <u>Grammar outcome:</u> focus on sentence structure – openers & connectives, paragraphs & all Year 2 & 3 punctuation.</p>
<p>Terminology children MUST know by the end of Year 3</p> <p>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.</p>			

Science	What do rocks tell us about the way that Earth was formed? – link to Frodsham hill. The focus of this unit is rocks. The areas covered include: <ul style="list-style-type: none"> • How rocks are formed • Different kinds of rocks • Fossils • Soil 	How can Usain Bolt move so quickly? The focus of this unit is animals including humans. They will investigate: <ul style="list-style-type: none"> • Nutrition, linked to what we eat • Skeletons and muscles 	How did that blossom become a flower? In this unit the children will look at plants. They will: <ul style="list-style-type: none"> • Function of different parts of plants • What different plants need to flourish • Journey of water through a plant • Life cycle of a plant 	SRE We will follow the Christopher Winter scheme of work and cover: <ul style="list-style-type: none"> • Differences : male & female • Personal space • Family differences 	Why are some metals attractive? The focus of this unit is forces & magnets. They will investigate: <ul style="list-style-type: none"> • How magnets attract/repel some materials • Magnetic poles • Friction 	How far can you throw your shadow? In this unit the children will be investigating sources of light. The areas covered include: <ul style="list-style-type: none"> • Sources, including the Sun • Protecting eyes from the Sun • Shadows • Reflection /mirrors
Computing	Research	Programming on screen	Global classroom	Collecting and presenting data	Comic strip	Videoing performance
Music	Exploring rhythms and sounds					
PE	Netball -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and defending. Gymnastics -Develop flexibility,	Football -Play competitive games and apply basic principles suitable for attacking and defending. Dance -Perform dances using a range of movement patterns. -Compare their	Quick-sticks hockey -Play competitive games and apply basic principles suitable for attacking and defending. Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their	Outdoor and Adventurous Activities -Take part in outdoor and adventurous activity challenges both individually and within a team. Dance -Perform dances using a range of	Tennis -Play competitive games and apply basic principles suitable for attacking and defending. Cricket -Play competitive games and apply basic principles suitable for attacking	Rounders -Play competitive games and apply basic principles suitable for attacking and defending. Athletics -Develop flexibility, strength, technique, control and balance. -Use running,

	<p>strength, technique, control and balance.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>movement patterns.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>and defending.</p>	<p>jumping, throwing and catching in isolation and in combination.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
RE	<p>Good News</p> <p>How do stories of Jesus encourage his disciples to live as good news?</p> <p>God</p> <p>How do Christians use symbols to explain what God is like?</p> <p>How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?</p> <p>Islam</p> <p>Dhikr, Tawhid</p> <p>What do Muslims say God is like?</p>	<p>Christian Community</p> <p>How are Christian communities different?</p> <p>Incarnation</p> <p>Why do you think there are different stories about Jesus' birth?</p> <p>Why is Advent important to Christians?</p>	<p>Kingdom of God</p> <p>What do Jesus' parables tell Christians the Kingdom of God is like/</p> <p>Sikhism</p> <p>Guru Nanak</p> <p>Who is the founder of Sikhism?</p> <p>What are his teachings?</p> <p>Holy Days</p> <p>Birthday of Guru Nanak</p> <p>Festival of Baisakhi</p>	<p>Forgiveness</p> <p>How did Jesus show forgiveness to those who betrayed him?</p> <p>Salvation</p> <p>How did Jesus rescue people?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Resurrection</p> <p>How do you think Mary changed after visiting Jesus' tomb?</p>	<p>Discipleship</p> <p>How does the Bible help Christians to live?</p> <p>Holy Spirit</p> <p>What does Christian art teach people about the Trinity?</p> <p>Creation</p> <p>How do Christians look after the wider world and why?</p>	<p>Islam</p> <p>Worship</p> <p>Where can worship happen?</p> <p>What is the importance of cleanliness before prayer (wudu)?</p> <p>What is Zakah?</p> <p>What is Salah?</p> <p>How important is the Mosque</p>
French	<p><u>La France</u> – an introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice 		<p><u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender</p> <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months 	<p><u>The Seasons</u> – vocabulary, months, birthdays, weather, opinions, clothes</p> <ul style="list-style-type: none"> • focus on numbers to 31 <p>continue with general conversation, questions and answers</p>		

	Christmas		<ul style="list-style-type: none"> • dates, birthdays Easter			
PSHE	New beginnings Friendship	Going for Goals	Good to be Me	SRE – see science	Relationships	Changes
Educational visits/celebration	An ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating. Weaver Hall museum. Stone age day in school.		Put together a special presentation to share with parents.		A Victorian day in school.	