




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 signs of Anglo Saxons settlements are still here today? A history based unit which looks at:</p> <ul style="list-style-type: none"> • Who the Anglo-Saxons were and where they came from • Identify the location of Anglo-Saxon settlements • Where and how the Anglo-Saxons lived • About life in an Anglo-Saxon village • Britain's settlement by Anglo Saxons and Scots • Christian conversion
Wow Starter	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.	A visit to or from a travel agent having thought of questions to ask first.	
Geography		Understand geographical similarities and differences through the study of human and physical geography of a region or	

		<p>area of the United Kingdom and a region or area in a European country.</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</p>	
History	Changes in Britain from the Stone Age to Iron Age		Britain's settlement by Anglo Saxons and Scots
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
Mathematics White Rose Hub	<p>Number and place value – Place value.</p> <p>Number – Addition and subtraction.</p> <p>Number – Multiplication and Division</p>	<p>Number – Multiplication and Division</p> <p>Measurement – Money</p> <p>Statistics</p> <p>Measurement – Length and Perimeter</p> <p>Number – Fractions</p>	<p>Number – Fractions</p> <p>Measurement – Time</p> <p>Geometry – Properties of Shapes</p> <p>Measurement: Mass and Capacity</p>

<p>English</p>	<p>Non chronological report <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>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.</p> <p>Shape poetry – link to topic – focus upon language to create effect</p> <p>Poems to perform <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.</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 & expanded noun phrases.</p> <p>Letter <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>Adventure and mystery <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</p>	<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 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>
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	<p>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>openers, time connectives, conjunctions, paragraphing, punctuation.</p> <p>Author study <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>Reports <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.</p>	
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Terminology children MUST know by the end of Year 3

Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.

Science	<p>What do rocks tell us about the way that Earth was formed? – link to Frodsham hill. The focus of this unit is</p>	<p>How can Usain Bolt move so quickly? The focus of this unit is animals including humans. They will</p>	<p>How did that blossom become a flower? In this unit the children will look at</p>	<p>SRE We will follow the Christopher Winter scheme of work and cover:</p>	<p>Why are some metals attractive? The focus of this unit is forces & magnets. They will investigate:</p>	<p>How far can you throw your shadow? In this unit the children will be investigating</p>
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	<p>rocks. The areas covered include:</p> <ul style="list-style-type: none"> • How rocks are formed • Different kinds of rocks • Fossils • Soil 	<p>investigate:</p> <ul style="list-style-type: none"> • Nutrition, linked to what we eat • Skeletons and muscles 	<p>plants. They will:</p> <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 	<ul style="list-style-type: none"> • Differences : male & female • Personal space • Family differences 	<ul style="list-style-type: none"> • How magnets attract/repel some materials • Magnetic poles • Friction 	<p>sources of light. The areas covered include:</p> <ul style="list-style-type: none"> • Sources, including the Sun • Protecting eyes from the Sun • Shadows • Reflection /mirrors
Computing ('Switched On')	Programming in animation	Finding and correcting bugs in programs	Videoin performance	Making and sharing a short screencast presentation	Communicating safely on the internet	Collecting and analysing data
Music (Charanga)	<p>Unit: Let Your Spirit Fly Style: R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul Topic and cross curricular links: Historical context of musical styles.</p>	<p>Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit: Three Little Birds Style: Reggae Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p>			
PE	<p>Netball -Use running, jumping, throwing and catching in</p>	<p>Football -Play competitive games and apply</p>	<p>Quick-sticks hockey -Play competitive games and apply</p>	<p>Outdoor and Adventurous Activities</p>	<p>Tennis -Play competitive games and apply</p>	<p>Rounders -Play competitive games and apply</p>

	<p>isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>basic principles suitable for attacking and defending.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>basic principles suitable for attacking and defending.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>basic principles suitable for attacking and defending.</p> <p>Cricket -Play competitive games and apply basic principles suitable for attacking and defending.</p>	<p>basic principles suitable for attacking and defending.</p> <p>Athletics -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>RE Visit to be made to a Islamic Mosque</p>	<p>Creation + Harvest</p> <p>How do Christians look after the wider world and why?</p>	<p>Incarnation</p> <p>Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?</p>	<p>Sikhism</p> <p>CWAC: Beliefs about God.</p>	<p>Forgiveness How did Jesus show forgiveness to those who betrayed him? Salvation How did Jesus rescue people? Why do Christians call the day Jesus died 'Good Friday'? Resurrection How do you think Mary changed after visiting Jesus' tomb?</p>	<p>Islam</p> <p>What do Muslims say God is like? CWAC: Islamic belief in God.</p>	<p>Islam + Admission to Communion</p> <p>What do Muslims say God is like? CWAC: Islamic belief in God.</p>
<p>French</p>	<p><u>La France</u> – an introduction to France and French-speaking countries</p>		<p><u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals,</p>		<p><u>The Seasons</u> – vocabulary, months, birthdays, weather, opinions, clothes</p>	

	<ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice <p>Christmas</p>	<p>definite/indefinite articles, gender</p> <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months • dates, birthdays <p>Easter</p>	<ul style="list-style-type: none"> • focus on numbers to 31 <p>continue with general conversation, questions and answers</p>			
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.	