

# Whinfield Primary School - Long Term Plan for Year 3

		Autumn	Spring	Summer
	Books/stories	<p>The BFG                      The Clocktower (Literacy Shed)                      How to wash a Woolly mammoth                      Minnow and the Bear                      Non Fiction Stone Age                      Books chosen by the children or linked to their interests                      Y2 comprehension SATs style papers                      Littlenose Collection                      BFG extracts                      Non-fiction texts relating to foundation topics                      Poetry relating to foundation topics</p>	<p>There's a Pharaoh in my Bath                      Non Fiction Egypt                      The Iron Man                      The Enchanted Horse                      Poems                      Books chosen by the children or linked to their interests                      Non-fiction texts relating to foundation topics</p>	<p>Usborne- Greek Myths and Legends                      Poems                      Non Fiction Ancient Greeks                      Books chosen by the children or linked to their interests                      The Enchanted Horse                      Non-fiction texts relating to foundation topics                      Non-fiction texts relating to foundation topics</p>
English	Reading	<p>Reading domains</p> <p>Can find and copy a word that means the same as...                      Can match the underlined word in a sentence to the correct definition                      Can use a dictionary to look up the meaning of a word                      Can answer true or false statements about the text                      Can locate information by skimming (for a general impression) and scanning (to locate specific information)                      Can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin).                      Can quote from the text to answer a retrieval question                      Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest...)                      Uses quotes from the text to explain their inferences</p>	<p>Reading domains</p> <p>Can explain how and why main characters act in certain ways in a story or why events happen (How do you know, what evidence is there to suggest...)                      Uses quotes from the text to explain their inferences                      Can explore potential meanings of ambitious vocabulary, read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context.                      Identifies how an author builds suspense</p>	<p>Reading domains</p> <p>Can comment on why a title is large- to grab your attention, why something may be in bold (glossary, draw reader's attention to it), in fiction can say how the beginning and ending of the story are similar or linked and why paragraphs are used.                      Can label different parts of texts studied- sub headings, title, headline, diagram etc. Matches quotes to correct part of story (setting, action etc.)                      Identifies themes and conventions in texts and makes comparisons between texts (difference between fiction text types. How are non-fiction texts presented)                      Can explain what the topic of the paragraph is about                      Can order events in a text referring back to the text to support this                      Can make plausible predictions based on knowledge from text</p>
	Phonics/Spelling	<p>Little Wandle Phonics                      Revise phase 5 phonics alongside Y2 common exception words.</p>	<p>Little Wandle Phonics Intervention                      Y3 Spelling objectives (Spelling Shed)                      Teaching of Y3 statutory spellings list.</p>	<p>Little Wandle Phonics Intervention                      Y3 Spelling objectives (Spelling Shed)                      Teaching of Y3 statutory spellings list.</p>

## Whinfield Primary School - Long Term Plan for Year 3

		<p>Y3 Spelling objectives (Spelling Shed) Teaching of Y3 statutory spellings list.</p> <p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.</p> <p>Spelling Rule: The /i/ sound spelled with a 'y.'</p> <p>Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.</p> <p>Challenge words</p> <p>Words with the prefix 're-' 're-' means 'again' or 'back.'</p> <p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p> <p>The prefix 'mis-' This is another prefix with negative meanings.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p> <p>Challenge words</p>	<p>The long vowel /a/ sound spelled 'ai'</p> <p>The long /a/ vowel sound spelled 'ei.'</p> <p>The long /a/ vowel sound spelled 'ey.'</p> <p>Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>Homophones - words which have the same pronunciation but different meanings and/or spellings.</p> <p>Challenge Words</p> <p>The /l/ sound spelled '-al' at the end of words.</p> <p>The /l/ sound spelled '-le' at the end of words.</p> <p>Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</p> <p>Adding the suffix -ly. Words which do not follow the rules.</p> <p>Challenge Words</p>	<p>Words ending in '-er' when the root word ends in (t)ch.</p> <p>Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</p> <p>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.</p> <p>Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p> <p>Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p> <p>Challenge Words</p> <p>The suffix '-sion' pronounced /ʒən/</p> <p>Revision - spelling rules we have learned in Stage 3.</p> <p>Revision - spelling rules we have learned in Stage 3.</p> <p>Revision - spelling rules we have learned in Stage 3.</p> <p>Revision - spelling rules we have learned in Stage 3.</p> <p>Revision - spelling rules we have learned in Stage 3.</p>
	<p>Grammar and Punctuation</p>	<p>Review of basic punctuation.</p> <p>Conjunctions</p> <p>Suffixes</p> <p>Prefixes</p> <p>Prepositions for place</p> <p>Sentence types and related punctuation</p> <p>Present and past tense</p> <p>Word classes</p>	<p>A and an</p> <p>Review commas in a list</p> <p>Apostrophes for possession and contraction</p> <p>Inverted commas</p> <p>Adverbs for time, place and cause</p> <p>Prepositions for time.</p>	<p>Prepositions for cause</p> <p>Inverted commas</p> <p>Choosing nouns and pronouns for clarity and cohesion.</p> <p>Present perfect tense</p> <p>Review of punctuation</p> <p>Conjunctions</p>

# Whinfield Primary School - Long Term Plan for Year 3

	Writing	<p>Recount- All about Me            Character Description            Setting Description            Instructional writing- How to wash a Woolly mammoth</p>	<p>Diary Entry            Adventure story writing            The Black Hat (Literacy Shed)            Non chronological report Egyptians            Poetry- plants, growth, springtime.</p>	<p>Writing speech            Story writing- Myths and Legends            Persuasive Travel report on the Northeast.</p>
Maths		<p>Year 3 - Autumn Block 1 - Place Value            Recap Represent numbers to 100            Recap Tens and ones using addition            Hundreds            Numbers to 1,000            Numbers to 1,000 on a place value grid            100s, 10s and 1s (1)            100s, 10s and 1s (2)            Recap Number line to 100            Number line to 1,000            Find 1, 10, 100 more or less            Compare objects            Compare numbers            Order numbers            Count in 50s</p> <p>Year 3 - Autumn Block 2 - Addition &amp; Subtraction            Add and subtract multiples of 100            Recap Add and subtracts 1s            Add and subtract 3-digit and 1-digit numbers - not crossing 10            Recap Add a 2-digit and 1-digit number - crossing 10            Add 3-digit and 1-digit numbers - crossing 10            Recap Subtract a 1-digit number from 2-digits - crossing 10            Subtract a 1-digit number from a 3-digit number - crossing 10            Add and subtract 3-digit and 2-digit numbers - not crossing 100            Add 3-digit and 2-digit numbers - crossing 100            Subtract a 2-digit number from a 3-digit number - crossing 100            Add and subtract 100s            Spot the pattern - making it explicit            Recap Add two 2-digit numbers - crossing 10 - add ones &amp; add tens</p>	<p>Year 3 - Spring Block 1 - Multiplication &amp; Division            Recap Consolidate 2, 4 and 8 times-table            Comparing statements            Related calculations            Multiply 2-digits by 1-digit - no exchange            Multiply 2-digits by 1-digit (1)            Multiply 2-digits by 1-digit - exchange            Multiply 2-digits by 1-digit (2)            Divide 2-digits by 1-digit (1)            Divide 2-digits by 1-digit (2)            Divide 100 into 2, 4, 5 and 10 equal parts            Divide with remainders            Divide 2-digits by 1-digit (3)            Scaling            How many ways?</p> <p>Year 3 - Spring Block 2 - Money            Recap Count money (pence)            Recap Count money (pounds)            Pounds and pence            Convert pounds and pence            Add money            Subtract money            Give change</p> <p>Year 3 - Spring Block 3 - Statistics            Recap Make tally charts            Recap Draw pictograms (2, 5 and 10)            Recap Interpret pictograms (2, 5 and 10)            Pictograms (use for extra consolidation if needed)            Draw bar charts            Bar charts            Tables</p> <p>Year 3 - Spring Block 4 - Length &amp; Perimeter            Measure length</p>	<p>Year 3 - Summer Block 1 - Fractions            Making the whole            Tenths            Count in tenths            Tenths as decimals            Fractions on a number line            Fractions of a set of objects (1)            Fractions of a set of objects (2)            Fractions of a set of objects (3)            Equivalent fractions (1)            Equivalent fractions (2)            Equivalent fractions (3)            Compare fractions            Order fractions            Add fractions            Subtract fractions</p> <p>Year 3 - Summer Block 2 - Time            Recap O'clock and half past            Recap Quarter past and quarter to            Months and years            Hours in a day            Telling the time to 5 minutes            Telling the time to the minute            Using a.m. and p.m.            24-hour clock            Finding the duration            Comparing durations            Start and end times            Measuring time in seconds            Problem solving with time</p> <p>Year 3 - Summer Block 3 - Properties of Shape            Turns and angles            Right angles in shapes            Compare angles            Draw accurately</p>

## Whinfield Primary School - Long Term Plan for Year 3

	<p>Recap Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones &amp; subtract tens</p> <p>New content Mixed addition and subtraction problems</p> <p>Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100</p> <p>Add 2-digit and 3-digit numbers - crossing 10 or 100</p> <p>Subtract a 2-digit number from a 3-digit numbers - crossing 10 or 100</p> <p>Add two 3-digit numbers - not crossing 10 or 100</p> <p>Add two 3-digit numbers - crossing 10 or 100</p> <p>Subtract a 3-digit number from a 3-digit number - no exchange</p> <p>Subtract a 3-digit number from a 3-digit number - exchange</p> <p>Estimate answers to calculations</p> <p>Check answers</p> <p>Year 3 - Autumn Block 3 - Multiplication &amp; Division</p> <p>Multiplication - equal groups</p> <p>Recap Multiplication using the symbol</p> <p>Recap Using arrays</p> <p>Recap 2 times-table</p> <p>Recap 5 times-table</p> <p>Recap Make equal groups - sharing</p> <p>Recap Make equal groups - grouping</p> <p>Recap Divide by 2</p> <p>Recap Divide by 5</p> <p>Recap Divide by 10</p> <p>Multiply by 3</p> <p>Divide by 3</p> <p>The 3 times-table</p> <p>Multiply by 4</p> <p>Divide by 4</p> <p>The 4 times-table</p> <p>Multiply by 8</p> <p>Divide by 8</p> <p>The 8 times-table</p>	<p>Recap Measure length (m)</p> <p>Equivalent lengths - m &amp; cm</p> <p>Equivalent lengths - mm &amp; cm</p> <p>Recap Compare lengths</p> <p>Compare lengths</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>What is perimeter?</p> <p>Measure perimeter</p> <p>Calculate perimeter</p> <p>Year 3 - Spring Block 5 - Fractions</p> <p>Recap Activity Working with wholes and parts</p> <p>Recap Make equal parts</p> <p>Recap Recognise a half</p> <p>Recap Find a half</p> <p>Recap Recognise a quarter</p> <p>Recap Find a quarter</p> <p>Recap Recognise a third</p> <p>Recap Find a third</p> <p>Recap Unit fractions</p> <p>Recap Non-unit fractions</p> <p>Unit and non-unit fractions</p> <p>Recap Equivalence of a half and 2 quarters</p> <p>Recap Count in fractions</p>	<p>Horizontal and vertical</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2-D shapes</p> <p>Recognise and describe 3-D shapes</p> <p>Make 3-D shapes</p> <p>Year 3 - Summer Block 4 - Mass &amp; Capacity</p> <p>Activity Measure mass</p> <p>Recap Compare mass</p> <p>Measure mass (1)</p> <p>Measure mass (2)</p> <p>Compare mass</p> <p>Add and subtract mass</p> <p>Measure capacity</p> <p>Recap Compare volume</p> <p>Measure capacity (1)</p> <p>Measure capacity (2)</p> <p>Compare capacity</p> <p>Add and subtract capacity</p> <p>Temperature activity</p> <p>Recap Temperature</p>
Key Maths vocabulary	Hundreds, tens, ones, zero, place value, greater than, less than, order, more, less, partition, digit	times table, times, multiply by, divide by, array, fact family, regrouping, lots of,	numerator, denominator, unit fraction, non-unit fraction, quantities, whole, halves, quarters etc

## Whinfield Primary School - Long Term Plan for Year 3

	<p>times table, times, multiply by, divide by, array, fact family, regrouping, lots of, groups of, share, remainder, factor, multiple</p>	<p>groups of, share, remainder, factor, multiple</p> <p>amount, change, combinations, pound, pence, penny, coin, note, round, value, convert, estimate, £</p> <p>bar chart, pictogram, frequency table, tally chart, data, graph, difference, interpret</p> <p>metre (m), centimetre (cm), millimetre (mm), kilometre (km), height, length, width, area, perimeter, further/furthest, higher/highest, longer/longest, shorter/shortest, taller/tallest, squares, distance, right angle</p> <p>numerator, denominator, unit fraction, non-unit fraction, quantities, whole, halves, quarters etc.</p>	<p>hour, minute, second, 12 hour and 24 hour time, analogue, digital, midday, midnight, noon, o clock, half past, quarter to, quarter past, am, pm</p> <p>Angles, Horizontal and vertical, Parallel and perpendicular</p> <p>Litre, millilitre Grams, kilogram</p>
<p>Prior learning</p>	<p><b>Place Value</b> Read and write numbers to at least 100 in numerals and in words. Count in steps of two from any number forward and backwards. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Recognise the place value of each digit in a two-digit number (tens, ones) Recall multiplication facts. Read count in steps of 2, 3 and 5 from 0 and in tens from any number forwards and backwards. Read estimate numbers on a blank number line. Recall and use addition and subtraction facts to 20 fluently · Show that addition can be done in any order (commutative) and subtraction of one from another cannot.</p>	<p><b>Multiplication and Division:</b> Calculate mathematical statements for x within the x tables and write them using the x sign. · Show that the x of two numbers can be done in any order (commutative). · Solve problems involving x using arrays repeated addition including problems in context. Calculate mathematical statements with division. Recall division facts. Know division cannot be done in any order. Solve problems with division · Know that multiplication is the inverse of division. <b>Money:</b> Recognise and use symbols for £ and p and combine amounts to make a particular value, Find different combinations of coins that equal the same amounts of money.</p>	<p><b>Fractions:</b> Make patterns using shapes and turns. Count in fractions both forwards and backwards. Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. Write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. Write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. To compare simple fractions To find fractions of lengths, coins etc. <b>Time:</b> Reading clocks half past and quarter to Telling time to 5 minutes Hours and days</p>

## Whinfield Primary School - Long Term Plan for Year 3

	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations to solve missing number problems.</p> <p>Recognise and use the inverse relationships between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>To compare numbers</p> <p>To say ten more or 10 less than any number up to 100</p> <p>To count on or back in 10's from any number</p> <p>Add on an empty number line in multiples of ten.</p> <p>Add on an empty number line a two-digit number.</p> <p><b>Addition and Subtraction:</b></p> <p>Solve addition word problems.</p> <p>Add two 2-digit number - column addition</p> <p>Subtract two 2-digit number - column subtraction</p> <p>Add 3 one-digit numbers</p> <p><b>Multiplication and Division:</b></p> <p>Calculate mathematical statements for x within the x tables and write them using the x sign. ·</p> <p>Show that the x of two numbers can be done in any order (commutative). ·</p> <p>Solve problems involving x using arrays repeated addition including problems in context.</p> <p>Calculate mathematical statements with division. ·</p> <p>Recall division facts.</p> <p>Know division cannot be done in any order.</p> <p>Solve problems with division ·</p> <p>Know that multiplication is the inverse of division.</p>	<p>Solve simple mathematical problems in practical context involving addition and subtraction of money of the same unit including giving change.</p> <p><b>Data Handling</b></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Measurement:</b></p> <p>Compare lengths and heights</p> <p>Measure lengths</p> <p>Measure length in cm and m</p> <p>Order lengths</p> <p>Four operations with length</p> <p><b>Fractions:</b></p> <p>Make patterns using shapes and turns.</p> <p>Count in fractions both forwards and backwards.</p> <p>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>To compare simple fractions</p>	<p>Find duration of times</p> <p><b>Shape, Space and Measurement:</b></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Measurement:</b></p> <p>units to estimate and measure length/height in any direction (m/cm) · Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
<p>Science</p>	<p><b>Rocks</b></p> <p>Pupils will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter</p> <p><b>Forces and Magnets</b></p>	<p><b>Plants</b></p> <p>Pupils will be taught to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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, investigate the way in which water is transported within plants, explore the part that</p>	<p><b>Animals including Humans</b></p> <p>Pupils should be taught to 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, identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>

## Whinfield Primary School - Long Term Plan for Year 3

	<p>Pupils will compare how things move on different surfaces, notice that some forces need contact between 2 objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Light Pupils will be taught to recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change</p>
Key Science vocabulary	<p>Impression, crystal, sedimentary, metamorphic, erosion, minerals, particles, igneous. Attract, repel, magnetic, pull, push, poles, friction.</p>	<p>Water, soil, air, warmth, transport, nutrients, stem, petals, seeds, flowering, scattered, process.</p>	<p>Skeleton, bones, muscles, movement, offspring, omnivore, carnivore, endoskeleton, exoskeleton. Light, dark, shadow, reflect, transparent, translucent, opaque.</p>
Prior learning	<p>Y2 Materials observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p>Y2 Plants observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Y2 Animals including Humans notice that animals, including humans, have offspring which grow into adult, find out about and describe the basic needs of animals, including humans, for survival (water, food and air) , describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
History	<p>Who were Britain's first builders? Children will learn about very early signs of human presence in Britain, hunter- gathers and nomadic lifestyles, the rise of sea level following last ice age cutting off the land bridge to continental land mass; early farming, simple pottery, flint then stone use, important Mesolithic sites, communal burials, early earthworks and monuments including Stonehenge.</p>	<p>Why did the Ancient Egyptians build pyramids? Children will develop an understanding of the achievements of the earliest civilisations. It will enable pupils to follow a depth enquiry about one of the first civilisations. The emphasis is on understanding the implications of the establishment of settled ways of living and what this led to in terms of life, buildings, leaders, creativity and technology.</p>	<p>How have the Greeks shaped my world? This unit of work builds on the work about the Ancient world pupils have undertaken earlier in Y3. It carries forward vocabulary such as settlement, civilisation, leader, and ruler. It introduces core knowledge about government, democracy and decision making that is essential to pupil understanding of later periods as well as life in modern Britain. This unit looks in depth at one of the city states, Athens to look at the key features of life. The unit introduces knowledge relating to conflict in the past via the wars between Athens and Sparta, allowing contrast of way of life at the time. The impact and legacy of the Greeks is looked at in different ways including the actions and impact of Alexander the Great as well as the inventions and new</p>

## Whinfield Primary School - Long Term Plan for Year 3

			learning of the Ancient Greeks that has been carried forward.
Key Historical vocabulary	Stone age, Iron age, Bronze age, Neolithic, Mesolithic, hunter, gatherer, settlement.	Civilisation, pharaoh, tomb, preserve, mummification, archaeologist.	Democracy, inventions, myths and legends, invade, conquer.
Prior learning	<b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.	<b>Why are some places special?</b> <b>NC ref:</b> Significant places in own locality <b>Focus:</b> Thinking about historical significance, using primary sources.	<b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.
Geography	UK Discovery - is the UK the same everywhere? This unit aims to fuel pupil curiosity about the great variety of the physical and human geography of the United Kingdom. It builds on the basic identification of the countries, capitals and surrounding seas of the UK in KS1, as well as the simple mapwork and identification of human and physical features in a small area of the UK and the local area. In this unit, pupil knowledge moves up the scale to develop knowledge at country level.	Why do we have cities? The focus of this unit is on the cities of the UK. The counties of the major cities of the UK are recalled to consolidate county knowledge and support locational accuracy. Land use and settlement are key themes in geography and this study looking at different cities in the UK develops pupil knowledge of reasons for the siting of cities and the differences in how cities have changed over time. Pupils will use geographical data including from OS maps and information to look at the key features and functions of cities.	Why is the northeast special? Pupils will develop their knowledge of human and physical geography by looking in depth at one region of the UK - The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales - moving from global/continental/national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beaches in the region.
Key Geographical vocabulary	Physical geography - hills, coasts, rivers, farms, industry, population.	countries, land use, settlement, contrasting cities.	Fieldwork, water cycle, rivers- their formation and impact.
Prior learning	Summer Y1- What is my country like? Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction	Summer Y1- What is my country like? Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction	Summer Y2 Holidays - where shall we go? Place comparisons - geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and ST. Lucia
Art	Journeys Paul Klee  To explore aboriginal art and the work of the artist Paul Klee.	Buildings and Architectural Styles  To compare the styles of different buildings and use a variety of media to explore pattern and symmetry.	George Seurat Pointillism  To explore the work of Seurat and to create work in his style using a variety of media.
Key Artistic vocabulary	Symbol, feature, aboriginal	Architecture, design, features, purpose	Effects, shading, appraise, evaluate, technique

## Whinfield Primary School - Long Term Plan for Year 3

Prior learning	<b>Portraits-</b> To explore the use of objects to convey meaning. To investigate a range of drawing media and the marks they can make. To explore how colour can be used to convey mood and emotion.	<b>Super Sculptures-</b> To explore sculptures with 'inside' and 'outside' spaces. To make a sculpture where light, shape and colour create an interesting effect.	<b>Portraits-</b> To explore the use of objects to convey meaning. To investigate a range of drawing media and the marks they can make. To explore how colour can be used to convey mood and emotion.
DT	Pencil Cases (sewing)	Moving Monsters (pneumatic systems)	Circuits with alarms
Key Vocabulary	Stitch, blanket stitch, running stitch, back stitch, design, evaluate, purpose	Pneumatic, function, purpose	Circuit, power source, energy
Prior learning	<b>Puppets-</b> To investigate a range of puppets and their features. To develop and practise sewing skills. To be able to work with fabric and to create a finger puppet. To be able to design a glove puppet. To be able to follow a design to make a puppet. To be able to evaluate a finished product.	<b>Vehicles-</b> To investigate a variety of vehicles and their uses and features. To investigate wheels, axles and chassis. To be able to investigate ways of creating and decorating the body of a vehicle. To be able to design a vehicle. To be able to make a vehicle based on a design. To be able to evaluate a finished product.	
Computing	Coding Online Safety Blogging Spreadsheets	Touch typing Email	Branching Databases Graphing
Key Computing vocabulary	Algorithm, program, debug, command, repeat.	Keyboard, sender, subject, recipient, internet.	Input, categories, groupings, data, graphing, key.
Prior Learning	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
R.E	What do Sikhs believe? Why is the Gurdwara important? Why is advent important to Christians?	What do Christians believe about Jesus? Easter- what do Christians remember on Palm Sunday?	How do Sikh's express their beliefs? What can we find out about a local faith community in Darlington?
Key Religious Vocabulary	Temple, prayer, worship, gurdwara, guru	Disciples, commandments, testaments, miracles	Temple, local faith community
Prior Learning	How and why is light important at Christmas?	How do Christians celebrate Easter?	What can we learn from the story of St. Cuthbert? What can we learn about a local faith community?

## Whinfield Primary School - Long Term Plan for Year 3

PSHE	Health and Well Being	Relationships	Living in the Wider World
Key Vocabulary	<p>Diet, healthy, exercise, food groups, balanced diet, energy drinks, choice, influence, habits, personal hygiene, oral health.</p> <p>Strengths, talents, develop, practise, filters, body image, life cycle, bereavement, grief, loss, relationships.</p> <p>Strangers, trust, friends, online, approach, safe, support, anti-bullying, household safety, unsafe, needle, dispose, labels, dangerous.</p>	<p>Feelings - all as previously but added - confused, guilty, jealous, manage emotion, wellbeing, impact.</p> <p>Relationships, friendships, positive and negative (in relation to relationships) move on, appropriate and inappropriate touch personal space.</p> <p>Special, positive qualities and attributes, unique, trolling, prejudice, exclusion, behaviour, peer pressure, stereotype, rights to say no.</p>	<p>Rules, responsibilities, gaining respect, honesty, truth, consequences, lies and white lies.</p> <p>Community, positive citizen, community, wellbeing, support, environment, locality, worldwide.</p> <p>Enterprise, earn, job, work, save, charity, spend, independent.</p>
Prior learning	<p>Children learn about how to keep healthy including learning real names for body parts when learning about personal hygiene. Children learn about safety online and in the house.</p>	<p>Children learn all about their feelings and emotions, how to identify, and manage them. They learn about different relationships and how to accept differences in others, also knowing how they are unique.</p>	<p>Children learn about how to be a good citizen and things they can do in their community that will help or harm it. Children think about where money comes from and what they can do to earn it.</p>
PE	Invasion Games, Gymnastics, Dance	Dodgeball, Dance, Tennis	Athletics, Cricket, Rounders
Key Vocabulary	Warm up, cool down, teamwork,, balance, form, putt, drive	Dodge, overarm, underarm, actions, stimulus, space, backhand, forehand, serve	Sprint, throw, jump, wicket, wicket keeper, runs, base, stump
Prior learning	Gymnastics, Invasion Games, Fitness	Ball skills- sending and receiving, Dance, Net and Wall	Athletics, Striking and Fielding, Team Building, Target Games

## Whinfield Primary School - Long Term Plan for Year 3

Music	Let your spirit fly Christmas show Glockenspiel	Three little birds The dragon song	Bring us together Reflect, rewind and replay
Key vocabulary	Accompaniment, bar, composition, crotchet, percussion.	Pitch, pulse, repetition, rhythm.	Rest, round, rhythm, tempo, tune.
Prior learning	Identify musical features in a range of high quality live and recorded music.	Improvise simple rhythms based on given stimuli.	Sing simple tunes in unison both with and without accompaniment or backing tracks.