

Pennington Long Term Plan - Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Light and Shadows	Forces and Magnets	The Stone Age	Rocks and Soils	The Romans	We're Alive! – Plants, animals and humans
Text for English	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
Class Reader	Dancing Bear by Michael Morpurgo	Ice Palace by Robert Swindells	The Iron Man by Ted Hughes	This morning I met a whale by Michael Morpurgo	Tilly Mint Tales by Berlie Doherty	The White Fox by Jackie Morris
English Reading and Writing Genres	Recount: letter in role	Fiction: fantasy story based on a fable	Fiction: write a story set in the Stone Age	Persuasion: leaflet persuading for the protection of the blue whale	Fiction: Adventure story based on Journey using the language of Berlie Doherty	Persuasion: tourism leaflet for Paris
Greater Depth	Write a letter from Grandad in response to one of his Grandson's letters	Narrative from a different point of view	Write from the POV of a person from the Stone Age	Include a fact file about endangered sea creatures	Include a new setting route to lead from one place into another	Include a section of a researched Paris landmark
Word		-Use a or an according to whether the next word begins with a vowel or consonant	-Form nouns with a range of prefixes		-Use a or an according to whether the next word begins with a vowel or consonant	
Sentence	-Use prepositions to express time, place and cause.	-Use conjunctions and adverbs to express, time, place and cause		-Build an increasing range of sentence structures Use adverbs to express time, place and cause	-Use prepositions, conjunctions and adverbs to express time, place and cause	-Build an increasing range of sentence structures

Text	-Group related ideas into paragraphs Build a varied and rich vocabulary	-In narratives, create characters, settings and plot	-Use present and past tenses correctly and consistently including the progressive and present perfect forms Build a varied and rich vocabulary	-Use headings and sub-headings to aid presentation -Assess the effectiveness of own and others' writing	-Group related ideas into paragraphs -Use the present perfect form of verbs in contrast to the past tense	-Use present and past tenses correctly and consistently including the progressive form and the present perfect form -In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
Punctuation	-Introduce inverted commas to punctuate direct speech	-Use inverted commas to punctuate direct speech	-Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)			
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> -Count in 4's, 8's 50's and 100's -Find 10 or 100 more or less than a number -Read and write numbers to 1,000 in numerals and words -Compare and order numbers up to 1,000 -Recognise the place value of each digit in a 3-digit number <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> -Add and subtract numbers mentally, including 3-digit numbers and ones, 3-digit numbers and tens and 3-digit numbers and hundreds -Use formal methods for 3-digit addition and subtraction -Estimate answers using inverse operations to check answer -Solve word problems, including missing number problems 		<p><u>Length and Perimeter</u></p> <ul style="list-style-type: none"> -Measure, compare, add and subtract lengths (m/cm/mm) -Measure the perimeter of simple 2-D shapes <p><u>Fractions</u></p> <ul style="list-style-type: none"> -Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 -Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - Recognise and show, using diagrams, equivalent fractions with small denominators - Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] - Compare and order unit fractions, and fractions with the same denominators 		<p><u>Money</u></p> <ul style="list-style-type: none"> -Add and subtract amounts of money to give change, using both £ and p in practical contexts <p><u>Time</u></p> <ul style="list-style-type: none"> -Read 12 and 24 hour clocks -Record and compare time in seconds, minutes and hours -Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -Know the number of seconds in a minute and the number of days in each month, year and leap year -Compare durations of events, such as calculate time taken by particular events or tasks <p><u>Shape</u></p> <ul style="list-style-type: none"> -Draw 2D shapes -Recognise angles are a property of a shape or a description of a turn -Identify right angles and recognise that 2 right angles make a half-turn, 3 make three quarters and 4 a complete turn 	

	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> -Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 		<p><u>Mass and Capacity</u></p> <ul style="list-style-type: none"> - measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml) 	<ul style="list-style-type: none"> -Identify whether angles are greater than or less than a right angle -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p><u>Statistics</u></p> <ul style="list-style-type: none"> -Interpret and present data using bar charts, pictograms and tables -Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	
<p>Science</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> -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 a solid object 	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> -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 		<p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> -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><u>Plants/ Animals Including Humans</u></p> <ul style="list-style-type: none"> -Identify and describe the functions of different parts of flowering plants -Explore the requirements of plants for life and growth -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants -Identify that animals, including humans, need the right types and amount of nutrition

	<p>-Recognise patterns in the way that the size of shadows change.</p>	<p>-Describe magnets as having 2 poles</p> <p>-Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>				<p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
RE	<p><u>Christianity in Cumbria</u></p> <p>-Explore the development of Christianity in Cumbria e.g. Swarthmoor Hall, Carlisle Cathedral</p> <p>-Read and explore stories which illustrate how Christian belief makes or has made a difference to how people live their lives</p> <p><u>Places of worship</u></p> <p>-Visit to a local church to explore key features, symbols and artefacts</p> <p>-Work with a variety of artefacts and symbols used in Christian worship and consider their meaning</p> <p>-Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship</p> <p><u>Christmas</u></p> <p>-Advent - explore as a time of preparation and hope</p> <p>-Hear stories from the Bible about the preparation for Jesus' birth, especially the Annunciation to Mary</p> <p>-Discover customs and rituals associated with Advent</p>	<p><u>Founders- Jesus (Christianity)</u></p> <p>-Explore the key events in Jesus' life</p> <p>-Investigate various beliefs about the person of Jesus</p> <p>-Compare experiences of people in biblical stories with our own experiences and feelings</p> <p><u>Easter (Palm Sunday)</u></p> <p>-Palm Sunday - explore the story and understand its significance</p> <p>-Place within the context of Holy Week. Consider the victory of good over evil</p> <p>-Explore rituals and symbols e.g. palm cross</p> <p><u>Buddha (Buddhism)</u></p> <p>-Explore Prince Siddhartha's childhood and discuss the reasons why he abandoned life as a prince</p> <p>- Learn that Buddhists do not believe in a Creator God</p> <p>-Consider ways in which we can respond to dissatisfaction and suffering.</p>			<p><u>Muhammad (Islam)</u></p> <p>-Listen and respond to stories about how Allah sent guidance through the Prophet Muhammad p.b.u.h.</p> <p>-Consider why Muhammad p.b.u.h. is held to be an example for people to follow</p> <p>-Find out how the Prophets Muhammad p.b.u.h. and Ibrahim p.b.u.h. destroyed idols in order to demonstrate the powerlessness of idols</p> <p><u>Deity</u></p> <p>-Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Saviour, Judge, Shepherd, King, Friend from different religions</p> <p>-Look at some of the images of male and female deity in the Sikh faith</p> <p>- Explore a variety of images of Buddha as an Enlightened Being</p> <p>-Learn that the Muslim name for God is 'Allah' and Allah is worshipped as the one true God with no partners</p>	
PSHE	<p>Families and Relationships</p> <p>Health and Wellbeing</p>	<p>Safety and the changing body</p> <p>Citizenship – rights, charities, recycling</p>			<p>Economic wellbeing – budgeting, paying, spending</p>	

Art and Design	<u>Formal elements of Art</u> - Develop their techniques, including their control and their use of materials -Recognise and apply geometry when drawing -Create and form shapes using soft modelling wire -Apply even layers of pencil tone when shading -Show tone by shading	<u>Art and Design Skills</u> -Draw cartoon characters, inspired by the style of other artists -Know how to create tint and shade of a colour -Develop observational drawing	<u>Prehistoric Art</u> -Understand how prehistoric man- made art, and to reflect this style in their work -Scale up drawings and sketches in a different medium -Experiment with the pigments in natural products to make different colours	<u>Craft</u> -Create a mood board -Create tie-dyed materials -Apply an understanding of the process of weaving		
COMPUTING	<u>Online Safety</u> -What makes a safe password -Consider if what can be read on websites is always true -To learn about the meaning of age restrictions symbols on digital media and devices <u>Coding</u> -Use flowcharts, timers and repeat -Code, test and debug -Design and make an interactive scene		<u>Spreadsheets</u> -Add and edit data in a table layout -Introduce the ‘more than’, ‘less than’ and ‘equals’ tools -Introduce the ‘spin’ tool -Introduce the Advanced mode of 2Calculate -Learn about describing cells using their addresses <u>Email</u> -Open and respond to an email -Learn how to use email safely -Add an attachment to an email <u>Graphing</u> -Enter data into a graph and answer questions		<u>Presenting (Microsoft PowerPoint)</u> -Add media, animations and timers -Create own PowerPoint presentation <u>Branching Databases</u> -To sort objects using just YES/NO questions - To complete a branching database using 2Question -To create a branching database of the children’s choice <u>Simulations</u> -Find out what a simulation is and understand the purpose of simulations	
DT		<u>Pneumatic Systems</u> -Understand how pneumatic systems work -Design a toy which uses a pneumatic system		<u>Textiles</u> -Use a cross-stitch to join two pieces of fabric together. -Design and cut the template for a cushion.	<u>Constructing a Castle</u> -To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. -To design a castle -To construct 3D nets	<u>Food</u> -To know that climate affects food growth -To understand the advantages of eating seasonal foods grown in the UK

		<ul style="list-style-type: none"> -Create a pneumatic system -Test and finalise ideas again design criteria 		<ul style="list-style-type: none"> -Use cross-stitch and appliqué to decorate a cushion face. -Make a cushion that includes appliqué and cross-stitch. 	<ul style="list-style-type: none"> -To construct and evaluate my final product 	<ul style="list-style-type: none"> -To create a recipe that is healthy and nutritious using seasonal vegetables -To safely follow a recipe when cooking
Geography		-	<ul style="list-style-type: none"> -Understand why people may choose to live in one place rather than another -Understand why people may choose to live in cities 	<ul style="list-style-type: none"> -Know about and locate famous volcanoes -Know about and describe key aspects of earthquakes -Know about and describe key aspects of volcanoes 	<ul style="list-style-type: none"> -Know the capital cities of at least 6 European countries -Understand whether a country is in the Southern or Northern Hemisphere -Name a number of countries in the Northern Hemisphere -Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map 	
History			<p><u>Stone Age</u></p> <ul style="list-style-type: none"> -How stone age people hunted for food -Differences between the stone, bronze and iron ages -Know what people learnt from stone age paintings -Describe a typical day for a stone age man, woman or child 		<p><u>Romans</u></p> <ul style="list-style-type: none"> -Understand at least 3 things the Romans did for our country -Understand why the Romans built forts -To know that Rome was a very important place -Discuss the lives of 2 famous Romans 	
French	<p><u>French Greetings</u></p> <ul style="list-style-type: none"> -Greet someone and introduce yourself in French -Use the correct French greeting for the time of day 		<p><u>French Playground Games</u></p> <ul style="list-style-type: none"> -Count beyond six in French -Use number words to give more information about ourselves -Identify French words that use the key phonemes 	<p><u>French Transport</u></p> <ul style="list-style-type: none"> -Compare French with English and identify words that are cognates -Make changes to simple phrases and perform a song to an audience 		

	-Ask and answer a question about feelings in French <u>French Adjectives of Colour, Size and Shape</u> -Recognise and name colour words -Describe shapes by their size and colour -Give and receive instructions that include shape, size and colour vocabulary -Create an original piece of artwork in the style of Matisse, following instructions in French -Create and describe a festive picture		-Use the number words one to twelve when playing playground games <u>In a French Classroom</u> -Understand and respond to simple classroom Instructions -Say items that are in a school bag and recognise if they are masculine or feminine -Ask and answer a question about something you have or do not have		-Adapt, ask and answer questions about a picture prompt -Describe a journey to different French-speaking countries around the world <u>Circle of Life</u> -Research a new noun in French and determine its gender -Build sentences to describe where something lives or does not live -Write a range of sentences in French to describe a food chain	
Music	-How does music bring us closer together? -Developing notation skills	-What stories does music tell us about the past? -Enjoying improvisation	-How does music make the world a better place? -Composing using your imagination	-How does music help us to get to know our community? -Sharing musical experiences	-How does music make a difference to us every day? -Learning more about musical styles	-How does music connect us with our planet? -Recognising different sounds
PE	-Hockey: Sending & receiving -Swimming	-Gymnastics: Rolling -Swimming	-Netball: Passing and defending -Football: dribbling and passing	-Gymnastics: Balance & sequencing -Tennis	-Athletics: throwing & running -Cricket: fielding and catching -Rounders	-Sports Day Prep -Mini sports day -Football
Church/ Religious Events	-Harvest	-Advent -Christmas (Nativity and Christingle)	-St Valentine's Day	-Shrove Tuesday -Ash Wednesday (Easter Service) -Mother's Day		-Summer International Buddist Festival at Conishead Priory