




Ings Farm Primary School Long Term Planning YEAR 3 2019-2020

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|-------------------------------------|---|---|--|---|--|--|
| ENGLISH (E) | Watching performance poetry and responding Performing poetry in groups. Drama games and activities. Using film clips to respond to questioning and discussion. P4C and thinking skills taught as individual session and in foundation subjects. Sharing new and exciting vocabulary, | Weekly drama activities Reading children's writing e.g. Information texts on fossils Mary Anning - the fossil hunter. R.E link. Information on advent Fossil poetry Winter poetry Advent poems. Weekly P4C | Fables - acting and drama P4C links in RE P4C links in English and science Performance poetry Stone-Age assembly for parents | Performance poetry P4C across the curriculum Reading Instructions Weekly Drama linked to writing / RE and Romans Roman Assembly | Drama linked to writing P4C used throughout curriculum Performance poems | Drama linked to writing Performance poetry P4C across the curriculum |
| SPOKEN LANGUAGE | | | | | | |
| READING | Using film to develop comprehension and inference. Performance poetry including The Owl and the Pussy Cat. Extracts from Charlie and the Chocolate Factory. Reading own writing aloud and the writing of others. | Non-fiction How fossils are formed. Mary Anning Fiction/Poetry. Weekly performance poetry Mary Anning story/ information- look at two different types of writing related to Mary Anning. | Non-fiction Linked to Iron Age Fiction/Poetry. Fables Weekly performance poem | Non-fiction Instructions Romans - stories Fiction/Poetry Comprehension of fiction and non-fiction | Non-fiction Comprehension of fiction and non-fiction. Fiction/Poetry Myths and Legends - Linked to Anglo-saxon history topic Poems - language play | Non-fiction Writing and reading plays Story based on Good Samaritan Fiction/Poetry Information texts (research skills) on local area of Redcar linked to Geography work. |
| <i>Word reading</i> | Linked to Spelling and new vocabulary | Linked to spelling and new vocabulary | Linked to spelling and new vocabulary | Linked to spelling and new vocabulary | Linked to spelling and new vocabulary | Linked to spelling and new vocabulary |
| • Comprehension | Comprehension of fiction and non-fiction. | Comprehension of fiction and non-fiction. | Comprehension of fiction and non-fiction. | Comprehension of fiction and non-fiction. | Comprehension of fiction and non-fiction. | Comprehension of fiction and non-fiction. |
| WRITING | Weekly spelling linked to Year 3 list. Handwriting practise | Weekly spelling linked to Year 3 list. Handwriting practise | Weekly spelling linked to Year 3 list. Handwriting practise | Weekly spelling linked to Year 3 list. Handwriting practise | Weekly spelling linked to Year 3 list. Handwriting practise | Weekly spelling linked to Year 3 list. Handwriting practise |
| • Spelling & Handwriting | | | | | | |
| • Vocabulary, Grammar & Punctuation | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading. | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading. | Daily vocabulary linked to writing. Grammar as year 3 objectives. Daily- taught through writing and reading. |

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| <ul style="list-style-type: none"> Narrative (include outcome) | Personal/Expressive Writing Stories with imaginative settings. Writing based on Charlie and the Chocolate factory. Shape Poetry Sweet designs Description of a Sweet Factory Throughout this term the children will develop the stamina to write a long piece of imaginative writing based on the skills developed throughout the term. | Personal/Expressive Writing Mary Anning - the fossil hunter | Personal/Expressive Writing Fables Diary related to a time machine visit to Iron Age Britain | Personal/Expressive Writing Romulus and Remus | Personal/Expressive Writing Myths and Legends - own Anglo Saxon legend Beowulf | Personal/Expressive Writing |
| <ul style="list-style-type: none"> Non Narrative (include outcome) | Non-chronological reports. - France linked to Geography - this could go into into beginning of term 1B. The children will use their knowledge from geography and research to write a report about France | How fossils are formed Advent | Non-fiction Non-chronological reports linked to History | Instructions | Anglo Saxons Presenting information | Information texts on local area of Redcar linked to Geography work - leaflet. |
| <ul style="list-style-type: none"> Poetry (include outcome) | Shape poems linked to Charlie and Chocolate factory. Chocolate description poetry. | Poetry linked to science-fossils Advent poetry. | Weekly performance poem Stonehenge poem. | Palm Sunday Poetry | | Fiction/Poetry Using the good Samaritan to write own version |
| MATHEMATICS (M) NUMBER | | | | | | |
| <ul style="list-style-type: none"> Number and place value | See whole school long term plan | See whole school long term plan | See whole school long term plan | See whole school long term plan | See whole school long term plan | See whole school long term plan |
| <ul style="list-style-type: none"> Addition and subtraction | | | | | | |
| <ul style="list-style-type: none"> Multiplication and division | | | | | | |
| <ul style="list-style-type: none"> Fractions | | | | | | |
| MEASUREMENT | | | | | | |
| GEOMETRY | | | | | | |
| <ul style="list-style-type: none"> Properties of shapes | | | | | | |
| <ul style="list-style-type: none"> Position and direction | | | | | | |
| STATISTICS | | | | | | |
| ART & DESIGN (A&D) | Sculpture using sand and rock, | | Stone-Age Paint making and art. | | Leaf Printing Linked to science. | |
| Cross Curricular Links | | | | | | |

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| <p>COMPUTING (C)</p> <p>SCRATCH Simple movement of sprites and talking.</p> <p>LEGO WE-DO - Lion - Alligator jaw - Cheering fans</p> <p>Data Loggers Light</p> <p>2Create a story - Pictures - Text - Transitions - Voice recording</p> <p>2DIY - Create</p> <p>COMIC LIFE - Information sheet</p> <p>PHOTOSTORY Linked to plants.</p> <p>SCRATCH Linked to Beowulf</p> <p>Cross Curricular Links</p> | | | | | | |
| <p>DESIGN & TECHNOLOGY (D&T) (NUTRITION - all year with Mrs H)</p> <p>Cross Curricular Links</p> | <p>Design a sweet and make it.</p> | <p>Mechanical Systems - Levers and Linkages</p> | | | <p>Textiles - Making an individualised purse based on a Roman Bulla.</p> | <p>Pneumatics systems Moving Monsters</p> |
| <p>GEOGRAPHY (G)</p> <p>Cross Curricular Links</p> | <p>FRANCE</p> <p>French Recipes Writing a report Greeting each other in French. Euro maths tasks</p> | | | <p>The UK - Counties and Cities of the UK Rivers Mountains Counties</p> | | |
| <p>HISTORY (H)</p> <p>Cross Curricular Links</p> | | <p>Begin Stone Age</p> | <p>Stone Age</p> <p>Diary writing Food Art Drama and performance</p> | | <p>ROMANS</p> <p>Writing/ Romulus Poo investigation Food Art DT Roman purse. Drama and performance</p> | <p>Anglo Saxons</p> |
| <p>LANGUAGE French</p> <p>Cross Curricular Links Geography</p> | <p>Spoken, written,</p> <hr/> | | | | |  |

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| MUSIC (M) | French Songs Songs linked to grammar and maths Sounds in the chocolate factory. Composition Learning the recorder | Christmas performance Composition French Songs Songs linked to grammar and maths Learning the recorder. | Stone-Age performance rehearsals Compose - stones and sticks. French Songs Songs linked to grammar and maths | French Songs Songs linked to grammar and maths | Roman and Anglo Saxons performance and composition French Songs Songs linked to grammar and maths | |
| Cross Curricular Links | | | | | | |
| PHYSICAL EDUCATION (PE) | Invasion Skills Gym | Gym SaQ | Skills Dancing | OAA Yoga | Athletics Tennis Roman Dance | Athletics Rounders |
| Cross Curricular Links | <u>Daily Mile</u> <u>Active Classroom</u> | <u>Daily Mile Active</u> <u>Classroom</u> | <u>Daily Mile Active</u> <u>Classroom</u> | <u>Daily Mile Active</u> <u>Classroom</u> | <u>Daily Mile Active</u> <u>Classroom</u> | <u>Daily Mile Active</u> <u>Classroom</u> |
| PSHE (PSHE) | Setting class rules New Beginnings | Getting and falling out. Road safety | Going for goals - setting own goals and thinking about ways which we can achieve these goals. | Dealing with feelings and our emotions Managing our feelings - Lucinda and Godfrey | Taking responsibility Making amends/knowing when it's our own fault. | Change - discussing different changes and how to deal with these. |
| Cross Curricular Links | | | | | | |
| RELIGIOUS EDUCATION (RE) | Hinduism What do Hindus believe about God? How and why do Hindus worship at home and in the Mandir? | Why is advent important to Christians? | What do miracles tell us about who Jesus was? | What do Christians remember on Palm Sunday | Why are Holy books important (focus on Hinduism and Christianity)? | How do Jesus' parables help Christians live their lives? |
| Cross Curricular Links | | | | | | |
| SCIENCE (S) | Rocks | Fossils and soils | Animals including humans (Healthy Eating and bones) | Forces and Magnets | Plants Garden Healthy Eating | Light |
| Cross Curricular Links | | | | | | |
| EDUCATIONAL VISITS (EV) | Hindu Mandir French day Beach trip linked to sculpture. | Rev Rachel | Rev Rachel Outdoor Stone Age Activity/visit | | Roman museum York | |
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