

Year 3 Long Term Plan 2023-2024



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Enquiry-Based Question | How real were The Flintstones? Children will learn that the Stone Age was a prehistoric era. They will know that the Stone Age is split into the Palaeolithic, Mesolithic and Neolithic eras. Children will learn about the lives of early Stone Age hunter gathers to the more settled Neolithic era. | | Why does Italy shake and roar? Children will learn the structure and formation of the Earth. They will understand how a volcano is formed and why some erupt. Children will know about earthquakes and why they occur, including the devastation they cause. | | Who stole King Tut's treasures? Children will learn about the Ancient civilization including: importance of the Nile, farming, Gods and Goddesses, Pharaohs, pyramids and tombs, mummies and religion, everyday life and jobs of the ordinary people. | |
| Entry point/ educational visit | Analysing films and TV programmes depicting The Stone Age. Do children think these are accurate representations of The Stone Age? Children will re-visit and reflect on these thoughts at the end of their learning. | | We will Rock you – song | | Walk like an Egyptian – song Visit from Portals to the Past. | |
| Role Play | Stone Age Cave | | Disaster relief centre | | Temple or Pyramid | |
| English/ Reading | English The First Drawing – by Mordicai Gerstein How to wash a woolly mammoth - by Michelle Robinson Guided Reading: <ul style="list-style-type: none"> Cavegirl UG Class Read <ul style="list-style-type: none"> Boom- Alan McDonald | English Stone Age Boy – Satoshi Kitamura I was born in the Stone Age (poem) – Michael Rosen Woolly Mammoths (non-fiction) – Claire Hubbard Guided Reading <ul style="list-style-type: none"> Stone Age Boy Class Read Glog – Pippa Goodhart | English Escape from Pompeii – Christina Balit Guided Reading: Escape from Pompeii – Christina Balit Class Read The Abominables – by Eva Ibbotson | English I survived the eruption of St.Helens – Lauren Tarshis Mary Anning: Fossil Hunter Guided Reading: The Firework Maker's daughter – Philip Pullman Class Read The Abominables – by Eva Ibbotson | English The Egyptian Cinderella – Shirley Climo Guided Reading: The Firework Maker's daughter – Philip Pullman Ma'at's Feather – Judith Desailly Class Read Plot on the Pyramid – Terry Deary | English Tutankhamun's Tomb (I Was There) - Sue Reid Guided Reading: Ma'at's Feather – Judith Desailly Class Read The Magic and the Mummy/ The Gold in the Grave – Terry Deary |
| SPAG | What is a verb? Can we find them in the text and prove that they are a verb? Write own sentences which include a verb. What is a noun? Can we find them in the text and prove that they are a noun? Write own sentences which include a noun. What is a pronoun? Where and why do we use these? How can they improve our writing? What is an adjective? Can we find the adjective in the sentence? An adjective describes the noun; which word/s are the adjectives? How can we prove that they are? Write own sentences which include adjectives and identify the noun that | | What is a co-ordinating conjunction? (main clause + coordinating conjunction+ main clause). Can we identify these in writing? Why don't we need a comma before a FANBOYS? What is the first and third person? What are question and exclamation marks and how do I use them accurately in my writing? What are paragraphs? Can I find them in a text and discuss how they have been used? Can I start to use them in my own writing? | | What is a subordinating conjunction? They stick to the main clause so it doesn't make sense on its own; this is called a subordinate clause. Children to use AWHITEBUS as an introduction to using subordinating conjunctions in writing and know they can be used to start sentences. What is a modal verb? Ensure that these are used accurately in writing e.g. could have, should have What are inverted commas? When do we use them? (e.g. a comma after reporting a clause, end punctuation within | |

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| | <p>they are describing. What is an adverb? Can we find the verb in the sentence? An adverb describes the action (verb); which word/words are the adverbs? How can we prove this? Write own sentences using a verb and identify the verb which they are describing. What is a preposition? What is a main clause – subject + verb + make sense on its own? Can we find the verb and subject? Prove that the sentence is a main clause. What are the nouns in the sentence? This can also be known as an independent clause.</p> | | <p>What is the simple tense? How do we show this in our writing? What is the past and present tense?</p> | | <p>inverted commas). Master the use of a noun phrase and identify in writing e.g. the dog, some apples.</p> | |
| Maths | Number, Addition and Subtraction, Money | | Addition and Subtraction | | Multiplication/Division and fractions | |
| Science | Animals, including Humans | Light | Rocks and Soils | Forces and Magnets | Plants | |
| History | <p>Stone age to the iron age Children will learn that The Stone Age was a prehistoric era. They will study the change from hunter/gatherer to farming and settlement, and the introduction of metal into technology of the era.</p> | | | | <p>Life and culture of Ancient Egyptians Children will look at what it would be like to be an ancient Egyptian pharaoh.</p> | |
| Geography | <p>Stone Age geography compared to today Locate archaeological sites of interest from the Stone Age. Examine natural features of settlements and compare to these places today.</p> | | <p>Mountains, volcanoes and earthquakes Children will be able to describe the causes of natural features of the Earth such as earthquakes and volcanoes. They will be able to describe geographical features through the study of geologically active areas of the world. They will be able to compare local and international climatic differences through study of holiday destinations near geologically active areas of the world.</p> | | <p>Modern Egypt Children will be able to locate Egypt on a map and will study modern-day Cairo. They will be able to compare the climate of Egypt to our local conditions and consider the impact of these differences on the people/economies that exist, both here and abroad.</p> | |
| Computing | <p>Unit 3.6 – Branching databases</p> <p>Unit 3.8 – Graphing</p> | Unit 3.7 – Simulations | Unit 3.4 – Touch typing | Unit 3.5 – Emails | Unit 3.1 – Coding | Unit 3.9 – Presenting with Google |
| PSHE | <p>Relationships How can we be a good friend?</p> | <p>Relationships What are families like?</p> | <p>Health and wellbeing Why should we eat well and look after our teeth?</p> | <p>Health and wellbeing Why should we keep active and sleep well?</p> | <p>Health and wellbeing What strengths, skills and interests do we have?</p> | <p>Living in the wider world What makes a community?</p> |
| Online Safety | Online Bullying | Online Relationships | Privacy and Security | Health, Wellbeing and Lifestyle | Self-image and Identity Online Reputation | Managing Online Information Copyright and Ownership |
| RE | What do Christians learn from the Creation story? | What is it like for someone to follow God? | How do festivals and worship show what matters to a Muslim? | How do festivals and worship show what matters to Jewish people? | What kind of world did Jesus want? | How and why do people try to make the world a better place? |
| PE | Striking and fielding | Dance and Movement | Gymnastics | Striking and fielding | Athletics | Outdoor adventurous |



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| Art | Painting and mixed media: Prehistoric painting | | Drawing: Growing artists | | Craft and design: Ancient Egyptian scrolls | |
| D&T | | Cooking and nutrition: Eating seasonally | | Structures: Constructing a castle | | Digital world: Wearable technology |
| Music | K2M – Ukulele instrumental skills/singing/listening and appraising/performing | | K2M – Ukulele instrumental skills/singing/listening and appraising/performing | | K2M – Ukulele instrumental skills/singing/listening and appraising/performing | |
| MFL | Phonics Rhymes/songs <u>About me</u> : Introductions Basic personal information Greetings Numbers to 10 Giving and asking about age Describing family members Describe nationality and languages spoken | Phonics Rhymes/songs <u>Hobbies and pets</u> Greetings and polite responses Numbers 11 to 20 Describing when and how I like to play Describing what I do at break time. Describing my hobbies Describing the pest I have | Phonics, Rhymes, songs (oracy, reading and written) <u>Where I live</u> Say which country I live in Describing my town or village Describing my house Describing what I eat and where Names for furniture items Describing what I do in the lounge Describing the furniture in my bedroom | Phonics, Rhymes, songs (oracy, reading and written) <u>How I look</u> Name ten body parts Name ten facial features Describing myself physically Describing other people Name ten extra body parts Days of the week? Time phrases (Today, tomorrow and yesterday) | Phonics, Rhymes, songs (oracy, reading and written) <u>Animals, Colours and Sizes</u> <u>Which pets I have</u> Naming farm animals Naming zoo animals Naming wild animals Colours Describing size | Phonics, Rhymes, songs (oracy, reading and written) <u>Food and Drink</u> Ten foods and drinks Saying what I eat and drink for different meals Describing what I like to eat and when Naming vegetables Naming fruits Making a grocery list |
| Forest Schools | <ul style="list-style-type: none"> Why should we care for the environment? Outdoor art – Woodland crowns How do trees grow? Archaeological dig – how do we know about the past? Foraging for the Flintstones Nettle tea/soup Activities linked to children’s interests, weather or in-the-moment planning changed nature. | <ul style="list-style-type: none"> Why do we need to chop trees down? How do I build safe rope bridges? What is the recipe for fire? Why is climbing trees risky? Charcoal drawings (linked to Stone Age topic) and how to make charcoal Activities linked to children’s interests, weather or in-the-moment planning changed nature. | <ul style="list-style-type: none"> What is soil? Are all rocks and stones the same? Rock investigation in school grounds RSPB Big Birdwatch How to make birdfeeders How do you play Forest Fire & Extreme Rock, Paper, Scissors? Activities linked to children’s interests, weather or in-the-moment planning changed nature. | | | |
| Trips/visitors | Church visit for Harvest linked to RE Radiographer from Royal Stoke Hospital : science link - purpose of the human skeleton | Portals to the Past – Stone Age Day Visit from Rev Michael/Steve: What is it like for someone to follow God? | Links with Moorside – Rocks and Soils Kathy Tallentire – author to work on authorship and editing | Manchester Jewish Museum and Synagogue | Visit from Rev Michael/Steve: What kind of world did Jesus want? | Portals to the Past – Egyptian Day Salvation Army visitor : How and why do people try to make the world a better |



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| | Mrs Plant – German native speaker Theatre visit Church visit for Christingle – linked to science and RE - light | | Mellors – link to PSHE , talk on eating for good health Talk from - Mrs Qasim : How do festivals and worship show what matters to a Muslim? | | | place? |
| Special Events | | VR sessions – Stone Age | | VR session - Volcanoes | | VR session - Egypt |