

Icknield Walk First School
Year 3 Long Term Planning - Autumn Term

TOPICS	<i>From Stone Age to Roman Britain</i>	
English	<p>Writing focus - POETRY vocabulary building Calligrams (shape poems) based on fireworks and poppies (Remembrance Day)</p> <p>Writing Focus - NON FICTION - RECOUNT - Iron Age Diary, Roman Letters</p> <p>Writing focus - NARRATIVE Traditional tales - Write a traditional tale from a key character's perspective</p> <p><i>SPAG: sentence level - adverbs (then, next, soon) - using conjunctions (for example when, before, after, while)</i></p> <p><i>Punctuation - speech marks to punctuate direct speech.</i></p>	
Mathematics	<i>See end of document for overview of mathematics in Year 3</i>	
Science	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Computing	<p>BRINGING IMAGES TO LIFE</p> <p>Children develop understanding of the ways that digital images can be edited and transformed. They develop understanding of animation, using digital tools to create their own animation. They use programming software to produce programmed animations, using sequence, repeat and selection.</p>	
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • understanding that cave paintings tell us about life in that time • Bronze Age religion, technology and travel, for example, Stonehenge and how and why it may have 	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • Life as a soldier • British resistance • 'Romanisation' of Britain: the impact of technology (roads, buildings, bridges), culture and beliefs, including early Christianity

	<p>been built</p> <ul style="list-style-type: none"> • Iron Age hill forts: tribal kingdoms, farming, art and culture, daily life • Boudicca and Iron Age resistance of Roman Rule 	
Geography	<i>Opportunities for map work linked with Celts and Romans, looking at where invaders came from and where they settled.</i>	
Art	Charcoal - Cave Paintings Celtic art, brooches and geometric repeating designs	Roman collage
D&T	<p style="text-align: center;">STRUCTURES - Shell Structures (Christmas packaging)</p> <p>Review a range of packaging in terms of function and design. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Link to maths: accurate measuring, literacy: logo and slogan</p>	
PE	Tennis- (Sports partnership - professional coach)	Gymnastics - Using apparatus: Variation in level, speed and control. Developing the children's movement. Invasion Games Football
RE	Autumn A - Stories of Key Religious Leaders	Autumn B - Ways of Describing God Christmas
PSHE+C	SEAL (Social and Emotional Aspects of Learning) - New Beginnings	SEAL - Say no to bullying
Music	Animal Magic - exploring descriptive sounds	Christmas production preparation
French		
Trips		
Role Play	Iron Age house.	
Events		Christmas production

Icknield Walk First School
Year 3 Long Term Planning - Spring Term

TOPIC	<i>Where in the World - Canada and Italy</i>	
English	<p>Writing Focus - NON FICTION - REPORTS Writing reports about a variety of destinations studied (Canada and Italy) based on research.</p> <p>Writing Focus - NARRATIVE - traditional tales based on fables.</p> <p>Writing Focus - NON FICTION - INSTRUCTIONS (food preparation)</p> <p>Writing Focus - POETRY limericks (food, bodies)</p> <p><i>SPAG: text level - paragraphs, headings and subheadings</i></p> <p><i>SPAG: sentence level- conjunctions (when, before, after), preposition (during, since, because of)</i></p>	
Mathematics	<i>See end of document for overview of mathematics in Year 3</i>	
Science	<p>Rocks</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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>Animals including humans</p> <ul style="list-style-type: none"> • 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.
Computing	<p>DEVELOPING COMMUNICATION</p> <p>Children use online communication tools such as email, blogs and discussion forums to support collaborative learning, safely and respectfully. They use simple sound editing software to record and manipulate sound clips (food glorious food).</p>	
History	n/a	
Geography	<p>Using maps and internet resources to focus on the countries within Europe, major cities and environmental regions.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a Italy and Canada, looking at the key geographical features and how they impact lifestyle and trade.</p> <p>Identify the different human geographical features: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food.</p>	
Art	Sculpture- totem poles linked with Canada	

	Leondardo Da Vinci - Arcimboldo - food collage using ICT	
D&T	FOOD - Healthy & Varied diet <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes (pasta salad, sandwiches) using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
PE	Circuit training - noticing changes in our bodies (Golf from partnership once a week for 5 weeks) Invasion Games. Tag rugby 2 nd Half Gymnastics- Developing flexibility and timing. Working as a group and in pairs. Invasion Games. High Fives (Netball)	
RE	Spring A & B - Events in the Life of Jesus	
PSHE+C	SEAL - Going for goals	SEAL - Good to be me
Music	Class Orchestra - exploring arrangements	Dragon scales - exploring pentatonic scales
French		
Trips		
Role Play	Travel Agent	
Events	Geography morning - a visitor to school	

Icknield Walk First School
Year 3 Long Term Planning - SummerTerm

TOPIC	<i>Anglo Saxon Britain</i>	
English	<p>Writing Focus - PERSUASION - writing letters</p> <ul style="list-style-type: none"> • changing the use of mystery corner • applying for SPOT jobs <p>Writing Focus - NARRATIVE - TAKE ONE BOOK linked with Writing Focus - POETRY - TAKE ONE POET</p> <ul style="list-style-type: none"> - based on the work of Roald Dahl - create an adventure story for a character in the style of Roald Dahl (James and the Giant Peach) <p>Writing Focus - NARRATIVE - FABLES King Arthur and Beowulf</p> <p>Writing focus - PLAYSSCRIPTS write and perform own version of traditional Arthurian tale</p> <p><i>SPAG - use of inverted commas to punctuate direct speech</i> <i>Use of possessive appostrophe</i></p>	
Mathematics	<i>See end of document for overview of mathematics in Year 3</i>	
Science	<p>Light</p> <ul style="list-style-type: none"> • Pupils should 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 a solid object • find patterns in the way that the size of shadows changes. 	<p>Forces & Magnets</p> <ul style="list-style-type: none"> • Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two 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 two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing	ACCURACY COUNTS - link to Anglo Saxons Children investigate the concept of computer networks including the internet and the services offered on it. They use and compare search engines on the World Wide Web, selecting and evaluating with increasing discernment and respecting copyright when creating their own content. They use spreadsheet software to create graphs and to explore number patterns.	
History	Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) and its impact on the need for enforcements from Northern Europe • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Visit to West Stowe Saxon village. • Anglo-Saxon art, culture and paganism • The Sutton Hoo burial • Christian conversion - Canterbury, Iona and Lindisfarne. The life of early monks and their impact on education. 	
Geography	<i>Opportunities for map work linked with Anglo-Saxons and PE - orienteering</i>	
Art	Saxon illuminated letters Drawing - Quentin Blake	
D&T	Picture Frames Evaluate picture frames. Design and make a frame to hold a photograph. DT skills in making Saxon helmet	
PE	Outdoor games Striking / Fielding Bat and ball skills and games $\frac{1}{2}$ year group swim for 6 weeks Dance - traditional country dances steps: right hand/left hand/ two hand turns do-si-do cast star swing promenade	Orienteering outside. Outdoor games Striking / Fielding Bat and ball skills and games Athletics Running throwing and jumping - progression Other $\frac{1}{2}$ year group swim for 6 weeks
RE	Rules and How They Influence Actions Special Places, Sacred Spaces	
PSHE+C	SEAL - Relationships	SEAL - changes
Music	Painting with sound - exploring	Salt, pepper, vinegar, mustard -

	sound colours	exploring singing games
French		
Role Play	Roald Dahl writing shed	
Events	Sports' Day	
Visits	West Stowe Saxon Village	

Spelling, Punctuation and Grammar (SPAG)

Where this will be incorporated as part of a literacy unit it is indicated in the termly plans above.

In addition, this year we will cover in specific grammar lessons the following:

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Terminology the children will learn: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Working mathematically

By the end of year 3, children will talk about their mathematics using the numbers they are familiar with, applying their understanding of number, measures and shape to a greater range of problems. They will make decisions about calculations and information that is needed to solve problems, for example when a recipe for two people needs to be doubled to make a recipe for four. Children will be expected to prove their thinking through pictures, jottings and conversations. They will be encouraged to pose their own questions, working in an organised way to solve them which will help pupils to identify common patterns or any errors more easily.

Number

- **Counting and understanding numbers**

Children will be very familiar with numbers that have 3 digits and will have experienced many opportunities to order, compare and show them in different ways using apparatus such as a tape measure, a 100 grid or money. Using their understanding of place value (how the value of each digit changes depending on its position in the number), children will be able to partition (break and make) numbers in different ways e.g. $234 = 200$ and 30 and 4 ; 100 and 100 and 20 and 10 and 4 ; or 200 and 20 and 14 . They will develop a secure understanding of numbers up to 1000 and will count beyond it in 1s, 10s and 100s. They will use this counting to help find 10 or 100 more than any given number.

Children will be introduced to numbers with one decimal place and will count up and down in tenths; share groups of objects or shapes into tenths and represent these in pictures and using hands-on resources.

Children will count forwards and backwards from 0 in steps of 4, 8, 50 and 100 and link this to multiplication and division. They will also count in 3s to help maintain their fluency from Year 2.

- **Calculating**

Children will continue to develop their mental calculation skills to add and subtract combinations of three-digit numbers e.g. 248 ± 8 ; 319 ± 40 ; 428 ± 200 . They will develop their range of strategies using jottings (sketches and notes to help them remember the steps) and number lines to help them understand how each calculation works. Children will share their methods with others to help them see which work best, are quickest and most accurate. Children will understand the importance of estimation when calculating to see if their answer is reasonable or not. They will recall their multiplication and division facts for 3, 4 and 8x tables and be supported to see the links between the 2, 4 and 8x tables. They explore patterns and rules for the times tables they learn and will use pictures and objects to support their understanding. They will also learn that multiplication can be done in any order e.g. $3 \times 4 \times 2 = 2 \times 3 \times 4$.

Children will be introduced to more formal methods of recording addition and subtraction, including column methods. They will use hands-on resources to secure their understanding of these methods. This will be applied to numbers up to three

digits. Children who become very adept at these calculations will be stretched through problems such as those involving missing numbers so that they know when, if and why they need to use these methods.

Children will develop their understanding of multiplication and division and apply their times table knowledge to multiply 2-digit by 1-digit numbers using the skills of partitioning (breaking and making numbers). For example, 43×5 can also be thought of as 40×5 and 3×5 or $(4 \times 5 \times 10) + (3 \times 5)$. They will move from informal methods of calculating multiplication and division to formal written methods i.e. short column multiplication and be supported by using hands-on resources.

- **Fractions**

Children will develop their understanding of fractions and decimals and will be introduced to tenths. They will count and understand tenths as ten equal parts as well as through dividing sets of objects into ten equal parts / groups. They will find and write fractions of objects using their multiplication tables knowledge, e.g. $\frac{1}{5}$ of a group of 20 buttons can be solved by $20 \div 5 = 4$, and will continue to explore equivalent fractions using diagrams to explain their understanding e.g. $\frac{2}{4}$ is equivalent to or of equal value to $\frac{4}{8}$. They will also begin to add and subtract fractions where the denominator is the same e.g. $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$.

Measurement

Children will continue to measure, compare, add and subtract measurements and progress to mixed units e.g. expressing amounts as litres and millilitres - 2 litres 400ml. They will measure the perimeter of 2-D shapes and will continue to add and subtract amounts of money including giving change. Children will estimate and read time to the nearest minute on analogue and digital clock faces. They will be introduced to the Roman numerals I to XII to help with this. Problem solving and calculating with time will involve comparing the duration of events such as the length of favourite television programme or journeys to school. They will use language with increasing accuracy, such as seconds, minutes and hours; o'clock, a.m. / p.m., morning, afternoon, noon and midnight. They will need to recall the number of seconds in a minute and the number of days in each month, year and leap year.

Geometry

Children will accurately draw 2-D shapes with rulers measuring sides accurately. They will make 3-D shapes to help them understand how they are composed and will recognise 3-D shapes in a range of places and contexts (e.g. buildings, packages) and use correct mathematical vocabulary to describe them. They will learn what a right angle is and know that two right angles make a half-turn, three make three quarters of a turn and four a complete turn as well as identify whether angles are

