BARNBURGH PRIMARY ACADEMY

Year 3 Long Term Plan

TERM:		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class Novel		The Ancient Egypt Sleepover by Stephen Davies	Accidental Trouble Magnet by Zanib Mian	Stig of the Dump by Clive King		The Explorer by Katherine Rundell	Lightning Mary by Anthea Simmons
School trips / Visitor into school		Visit to church for Harvest Festival	Visit to church for Christmas celebrations	Visit to Yorkshire Sculpture Park (March)			
Maths	**Wk1**		Addition and Subtraction	Multiplication and Division	Fractions	Fractions	Time
	Wk2	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Fractions	Geometry - Shape
	Wk3	Place Value	Multiplication and Division	Multiplication and Division	Fractions	Money	Assessment
	Wk4	Place Value	Multiplication and Division	Length and Perimeter	Mass and capacity	Money	Geometry - Shape
	Wk5	Place Value	Multiplication and Division	Length and Perimeter	Mass and capacity	Time	Statistics
	Wk6	Addition and Subtraction	Multiplication and Division	Length and Perimeter		Time	Transition
	Wk7	Addition and Subtraction	Multiplication and Division				Statistics
	Wk8	Addition and Subtraction					
Writing	**Wk1**	Diary	Setting Description	Adventure Narrative	Report	Narrative	Narrative
	Wk2						
	Wk3						
	Wk4			Letter	Poetry	Persuasive Leaflet	
	Wk5	Non- Chronological Report	Instructions				Explanation
	Wk6						
	Wk7		Poetry				
	Wk8						
Reading	**Wk1**	Salford and Words per min	Salford and Words per min	Salford and Words per min	Salford and Words per min	Salford and Words per min	Salford and Words per min
	Wk2	Diaries	Narratives	Narratives	Newspaper Report	Narrative	Narratives
	Wk3						
	Wk4			Letters	Poetry	Leaflets	
	Wk5	Non- Chronological Reports	Instructions				Explanation
	Wk6						
	Wk7		Poetry				
	Wk8						
Science			Working scientifically *asking relevant questions and using different types of scientific enquiries to answer them* *setting up simple practical enquiries, comparative and fair tests* *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables* *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions* *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes* *using straightforward scientific evidence to answer questions or to support their findings.*	Working scientifically *asking relevant questions and using different types of scientific enquiries to answer them* *setting up simple practical enquiries, comparative and fair tests* *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables* *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions* *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and 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		Forces and magnets *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.*	Plants *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.*	Light *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.*	Animals including humans *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.*	Rocks 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.
History	Egypt *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*		Stone, bronze and iron age *changes in Britain from the Stone Age to the Iron Age*			
Geography		Locational knowledge *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*	Human and physical geography *Describe and understand key aspects of:* - *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* - *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*	Place knowledge *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America* Geographical knowledge and fieldwork taught through OAA *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	Geographical knowledge and fieldwork taught through OAA *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.* -
Art and Design		Sculpture to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		Sketchbooks Work of other artists Painting and drawing to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. .		

Design and Technology	Nutrition and healthy eating *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* Textiles *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	Construction *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world* *apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products*			
Computing		Staying safe online *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* Using computers and evaluating digital content			Staying safe online *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* Using data *Select, use and combine a variety of software (including internet services) on a range of digital*

		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Algorithms, programming and debugging design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs				*devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*
RE	**CL2.1 How do Jews remember God's covenants? (P1)**	**CL2.2 How do different people express their spirituality? (P2))**	**CL2.3 How do the five pillars help Muslims to lead a good life? (P3)**	**F2.12 How does the Bible help Christians to live a good life?(P3)**		
Music	Ballads History of music *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*	Developing singing techniques History of music *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*		Pentatonic melodies and composition History of music *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*	Recorder lessons *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations*	Traditional instruments and improvisation History of music *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* *improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory* *Use and understand staff and other musical notations* *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*
PSHE/RSE *Relationships taught through drama*	Health and wellbeing		Living in the wider world Relationships taught through drama	Living in the wider world		Transition
PE	Gymnastics *lead healthy, active lives* *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Dance *lead healthy, active lives* *perform dances using a range of movement patterns* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Multiskills Invasion games – Basketball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Invasion games – Dodgeball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Invasion games – Rugby *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Net and wall games – Tennis *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* Invasion games – Dodgeball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Invasion games – Netball *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* OAA *lead healthy, active lives* *take part in outdoor and adventurous activity challenges both individually and within a team* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	Striking and fielding games – Rounders *lead healthy, active lives* *use running, jumping, throwing and catching in isolation and in combination* *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* *compare their performances with previous ones and demonstrate improvement to achieve their personal best* OAA *lead healthy, active lives* *take part in outdoor and adventurous activity challenges both individually and within a team* *compare their performances with previous ones and demonstrate improvement to achieve their personal best*

Outdoor Learning	Outdoor Learning				OAA	
MFL	Locational knowledge Greetings Days of the week and months of the year	Locational knowledge Greetings Colours			Locational knowledge Greetings Pets	Locational knowledge Greetings Numbers
Drama	Will be used as a tool to teach Relationships in RSE					