Year 3 Long Term Plan 2020-21

<table>
<tr><th colspan="2"></th><th>Autumn – Rainforest/Narnia</th><th>Spring – Vikings/Romans</th><th>Summer – Summer Holidays (Africa/Rivers)</th></tr>
<tr><td rowspan="4">Reading</td><td>Text Types</td><td>Narrative:
Novel –
Just So Stories – Rudyard Kipling
The Jungle Book
The Great Kapok Tree
Novel - Chronicles of Narnia: The Lion, the Witch and the Wardrobe
Articles 24,30

Non-Fiction: Persuasion and debate based on deforestation Article 8,12, 27

Poetry: Tyger poem, Rainforest. Building metaphors using senses (Topic)

Descriptive Writing: Plan and write a ‘Just So’ story, rainforest animal descriptions. Write narrative extracts.</td><td>Narrative:
How to train a Dragon?
Beowulf
Roman legends – Romulus and Remus

Article 31

Non-Fiction: Newspaper Articles. Recount. Leaflet.

Descriptive Writing: Romulus and Remus. Writing dragon descriptions and setting descriptions for Dragons. Write own myths. Battle Cry Speeches.

Poetry: Viking/Roman acrostic poems.</td><td>Narrative:
Novel – The Butterfly Lion, Michael Morpurgo
Kenzuke’s Kingdom.
Article 24

Non-Fiction: Write a fictional biography of a character from the book.
Biography/autobiography

Descriptive Writing: A letter in role.

Poetry: African Poetry.</td></tr>
<tr><td>Word reading</td><td colspan="3">Apply growing knowledge of root words, prefixes and suffixes to read aloud.
Read further exception word, noting unfamiliar representations of sounds.</td></tr>
<tr><td>Comprehension</td><td colspan="3">Develop positive attitudes to reading by discussing the wide range of texts above: use dictionaries to check the meaning of new words; identify themes and conventions in books; prepare poems to read aloud; discuss words and phrases that capture the imagination; check reading makes sense to them; draw inferences such as inferring character feelings from their actions and justifying with evidence; predict what might happen from details stated and implied; identify how language, structure and presentation contribute to meaning.</td></tr>
<tr><td rowspan="3">Writing</td><td>Transcription</td><td>5,4,3,2,1 method on an afternoon.
Spelling – adding prefixes un, dis, im, in,
Adding suffixes ous, ly, tion

Begin working through Y3/4 NC word list</td><td>5,4,3,2,1 method on an afternoon.
Spelling – s sound spelt ‘sc’
c sound spelt ‘que’
g sound spelt ‘gue’
a sound spelt ‘ei’ ‘eigh’ ‘ey’
suffixes sion, ssion

Continue working through Y3/4 NC word list</td><td>5,4,3,2,1 method on an afternoon.
Spelling – common homophones eg aloud/allowed

Embed all Y3 Rules

Continue working through Y3/4 NC word list</td></tr>
<tr><td>Composition</td><td colspan="3">Through a range of fiction and non-fiction genres as above:
Plan, draft, evaluate and edit own writing by drawing ideas from texts they have read; composing and rehearsing sentences orally; organizing paragraphs around a theme; suggest improvements to own and others’ writing; proofread for spelling and punctuation errors.</td></tr>
<tr><td>GPS</td><td>• Direct Speech
• Using paragraphs to link ideas – time, place, character
• Co-ordinating conjunctions
• Using prepositions to indicate place
• Expanded Noun Phrases
• Fronted Adverbials</td><td>• Headings and subheadings for organisation
• Commas after a fronted adverb
• Subordinating conjunctions
• Word families based on the same root word
• Correct use of articles ‘a’ and ‘an’ before a vowel or consonant noun</td><td>• Main clause and subordinate clause
• Express time, cause and place of a sentence using conjunctions, adverbs or prepositions
• Use the present perfect instead of the simple past (I have eaten instead of I ate)
• Use irregular past tense verbs – ran, caught, ate</td></tr>
<tr><td colspan="2">Speaking and Listening</td><td colspan="3">12 Statutory statements (NC p.17)</td></tr>
<tr><td colspan="2"><u>Maths</u></td><td>Mental addition and subtraction
Problem solving, reasoning
Number and place value
Mental multiplication and division
Measurement – time
Geometry – 3D Shape
Fractions – unit fractions</td><td>4 operations – mental and written methods
Problem solving, reasoning and algebra
Statistics – graphs and pictograms with one square/symbol representing two units
Equivalent fractions; fractions of amounts
Geometry and measures – right angles, acute and obtuse, turns</td><td>Number and Place Value
Four Operations (Written and Mental Calculations)
Add and subtract fractions with the same denominator
Measures – compare weights and measures for capacity, mass and length
Statistics –solve problems based on graphs
Geometry – properties of shape
Problem solving, reasoning and algebra</td></tr>
<tr><td colspan="2" rowspan="2"><u>Science</u></td><td colspan="3">Working Scientifically</td></tr>
<tr><td>Parts of plants
What plants need
Article 24</td><td>Life cycle of a plant</td><td>Movement and growth Article 24</td><td>Magnets and Forces</td><td>Light and shadows</td><td>Rocks and soils</td></tr>
</table>

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	Transportation of water Article 24		
Computing	Online and digital safety Open, send and respond to an email. Attach files to an email (English rainforest letter) Class blog based on deforestation. Graphics-crop, resize rainforest images to add to fact file. Scratch! Children will learn how to create, sequence and debug a simple animation. Article 13	Capture video for purpose (Beowulf battle cry) Google Forms - children will be learn how to create a quiz linked to their current topic of the Romans. Children then be able to send this quiz to other children in the class for them to complete. Use a spreadsheet to create graphs and charts (maths link) Article 13	Use a variety of font sizes, styles and colours (Butterfly Lion letter) Computer science- makey makey kits (coding) **Article 13**
History	Autumn 2 – The Norman Conquest Article 38.14	Spring 1 - Anglo Saxons and Vikings Article 38, 14 Spring 2 - Romans Article 38, 14	
Geography	Autumn 1 – Rainforests *Indigenous people of the Amazon, uses of the Amazon River, layers of the rainforest, climate, comparison with cities, locate rainforests across the world.* Article 14, 30, 15, 24		Summer 1 – Africa/Rivers *Climate and environment –plains, deserts, cities, rivers, mountains, coasts, tourism.* Article 24 *Maps skills, ordinance survey, atlas work, key rivers, seas, mountains and oceans.* Article 17
D.T.	Wardrobes	Pottery dragon eyes / Viking Jewelry	African masks
	Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.		
Art and Design	Henri Rousseau – Tiger in a Tropical Storm. Rainforest chalk drawings.	Design Viking Shields Roman Mosaic Patterns	Famous British Artist – David Hockney African tribal art
Music	Whole class guitar		
	Songs of the Amazon – Yanomamo Pitch, rhythm and tempo	Songwriter –Horrible histories (Like a Roman)	Traditional songs of Africa – call and response
P.E.	Dance and Movement	Fitness Invasion games and basic skills	Athletics Gymnastics
R.E.	Creation story and Christianity What is it like to follow God?	The Trinity What does it mean to be a Hindu?	The deeper meaning of festivals.
MFL French	Greetings, numbers (1 to 10)	All about me, months of the year, celebrating	Colours, describing a monster