

Year/Class: 3/Oak 2023/2024		Long Term Planning				
	T1	T2	T3	T4	T5	T6
Value	Kindness		Respect		Forgiveness	
	Honesty	Responsibility	Reverence	Resilience	Humility	Compassion
Visits/ Visitors			Museum – Stone Age/Rocks/Cheddar Gorge			
Key Texts	Instructions – magic tricks as hook - magic show at end of term (secret Student) Soup as sentence stack Independent write – recipe for a good friend	The Star in the Jar.	Stone Age Boy	Muscles and Skeletons	Skara Brae	3 little pigs
Key Genre	Poetry - life doesn't frighten me Maya Angelou NF - Instructions	Poetry – Valerie Bloom Story – quest tale	Poetry – Owl and the pussy cat (Classic poetry) Story – journey tale	Poetry - SLN poetry competition Non-Chronological Reports – human body	Poetry – Where broccoli comes from – Michael Rosen poet focus Persuasion text	Poetry - Poetic form - Acrostic  Story – traditional tale
Punctuation & Grammar	Sentence structure. Developing setting. openings  Revisit year 2 objectives – Full Stops, comma for list, questions, statements and commands. expanded noun phrases subordinating and coordinating conjunctions Terminology: noun, noun phrase, statement, question, command, adjective, adverb, verb, tense, comma, apostrophe.	Organisation, clarity, cohesion Paragraphs  Conjunctions – when, before, while, so, because Adverbs - then, soon, next, Prepositions Fronted adverbials – ly how, where, when	Dialogue inverted commas/ direct speech Building tension Paragraphs Conjunctions – when, before, while, so, because Adverbs - then, soon, next, Prepositions Fronted adverbials – ly how, where, when	Organisation, clarity, cohesion Paragraphs Headings/ subheadings Tense Detail Conjunctions – when, before, while, so, because	Organisation, clarity, cohesion Dialogue Character Setting Conjunctions – when, before, while, so, because Adverbs - then, soon, next, Prepositions Fronted adverbials – ly how, where, when Paragraphs	Organisation, clarity, cohesion Paragraphs Superlatives
Spelling Focus	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. Challenge words Words with the prefix 're-' 're-' means 'again' or 'back.'	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. Challenge words The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei.'	The long /a/ vowel sound spelled 'ey.' Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. Homophones – words which have the same pronunciation but different meanings and/or spellings. Challenge Words The /l/ sound spelled '-al' at the end of words.	The /l/ sound spelled '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Adding the suffix –ly. Words which do not follow the rules. Challenge Words Words ending in '-er' when the root word ends in (t)ch.	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. Challenge Words The suffix '-sion' pronounced /ʒən/	Revision of year 3

<u>Science</u>	<u>Plants</u>  Identify parts of flowering plants and describe function. Explore requirements of plants for life and growth. Investigate how water is transported within plants. Explore life cycle of plants.	<u>Plants cont</u>  <u>Light</u>  Recognise that dark is the absence of light, and that you need light to see. Notice that light is reflected. Recognise how to protect from the dangerous sun. Recognise how shadows are formed. Find patterns in shadows.	<u>Rocks, fossils and soils</u>  Compare and group different kinds of rocks. Describe how fossils are formed. Recognise how soil is made.	<u>Animals (Shorter unit)</u>  Identify the types of nutrition, and how animals (including humans) are affected by this.  Identify that, humans and animals, have skeletons and muscles for support, protection and movement.	<u>Animals (Possibly carry over if need to)</u> <u>Forces and Magnets</u>  Compare how things move on different surfaces. Notice that some forces need contact, magnets don't. Observe how magnets attract/repel and attract some materials. Compare/group objects based on magnetism. Describe magnets as having poles. Predict which magnets will attract and repel.	<u>Forces and Magnets</u>  Compare how things move on different surfaces. Notice that some forces need contact, magnets don't. Observe how magnets attract/repel and attract some materials. Compare/group objects based on magnetism. Describe magnets as having poles. Predict which magnets will attract and repel.
<u>Computing</u>	Online Safety – Health, Wellbeing and Life Style Online Bullying  Multimedia Stop Frame Animations		Online Safety – Online Relationships Online Reputation  Handling Data Branching Databases		Online Safety – Self-Image and Identity Privacy and Security	
	E-safety awareness taught throughout the year in addition to the unit					
<u>Geography</u>	<u>Continents - European</u> Identify continents and countries on a map. Name and locate European countries.	<u>Compass/Map Reading</u> Use the eight points of a compass, four-figure grid references and symbols. Describe how the locality of the school has changed over time – land use	<u>Earthquakes and Volcanoes</u> Climate change Landscapes – weathering	<u>European Mountains</u> Physical characteristics Landscapes – mountains Earthquakes and Volcanoes		
<u>History</u>		<u>Local history / Remembrance</u> <u>Black History Month</u> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	<u>The Stone Age</u> Tools and weapons Hunter - gatherers Clues from the past  Timeline, Homes, Clothes, Food, Farming, Tools, Hunting, Animals		<u>Ancient Egypt</u> Clues from the past Pyramids and obelisks Beliefs and burials	
<u>DT</u>	<u>Vegetable Soup</u>  Design brief Investigate Technical knowledge Make Evaluate Final evaluation			<u>Linked Leavers</u>  Design brief Investigate Technical knowledge Make Evaluate Final evaluation	<u>Structures</u>  Design brief Investigate Technical knowledge Make Evaluate Final evaluation	

<u>Art &amp; Design</u>		<u>Paint Cloth Thread - painting</u>  Mix colours effectively. Experiment with creating mood with colour. Using two mediums together. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	<u>Gestural drawing with charcoal - Drawing</u>  Cave paintings and other art. Learn about art history. Improve mastery of art and design techniques – painting. Use a number of mark making techniques using thick and thin marks to produce shapes, textures, patterns and lines.			<u>Making animated drawings – 3D</u>  Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
<u>Music</u>	<u>Let Your Spirit Fly</u>  Let Your Spirit Fly Colonel Bogey March Consider Yourself Aint No Mountain High Enough	<u>Glockenspiel</u>  Easy E Play your music DeeCee’s Blues D_E_F_initely Roundabout Composition	<u>Three Little Birds</u>  Three Little Birds Jamming Small People 54-46 Was My Number Ram Goat Liver Our Day Will Come	<u>The Dragon Song</u>  The Dragon Song Birdsong Vaishnava Java A Turkish Traditional Tune Aitutaki Drum Dance Zebaidir Song	<u>Bringing Us Together</u>  Bringing Us Together Good Times Ain’t Nobody We Are Family Ain’t No Stopping Us Now Car Wash	<u>Reflect, Rewind and Replay</u>  <i>Western classical music</i>
<u>RE</u>	<u>People of God</u>  The Bible Noah/Covenant Abraham/Faith Salvation Army	<u>Incarnation/God</u>  Water Baptism of Jesus The Grace The Trinity	<u>Salvation</u>  Ordering ‘big story’ Easter story Holy Week/crosses Holy Week/Mary Celebrations Good Friday/The Last Supper Peter’s denial	<u>Gospel</u>  The first disciples/fishers of men What kind of world did Jesus want? Christians Church leader The good Samaritan Pharisee and tax collector	<u>Hinduism</u>  Who and where? Main beliefs Special places Special festivals Holy books Symbols	<u>Islam</u>  Who and where? Main beliefs Special places Special festivals Holy books Symbols
		Christmas assembly – nativity				
<u>PE</u>	FKM – <b>Underarm Throw</b> <b>Overarm Throw</b>  <b>Games</b> – Target Games and Invasion Games  PT – Throw Golf, Corner Bowls and Go to Jail	FKM – <b>Kicking</b> <b>Dodging</b>  <b>Outdoor and adventurous activities –</b>  PT – Counting cones and Night Trail	FKM – <b>Balancing on one leg</b> <b>Rolling</b> <b>Walking the Beam</b>  <b>Gymnastics –</b>  PT – Choose 2 of: Partner sequences, Apparatus or Vault	FKM – <b>Hopping</b> <b>Galloping</b>  <b>Dance –</b>  PT – Choose 2 of: Based on a picture, Mystery Dance or Traditional Folk Dance	FKM – <b>Catching</b> <b>Striking a ball</b>  <b>Games</b> – Striking and fielding and Net/Wall  PT – Quick Pick Up and Keep it Going	FKM - <b>Jumping for height</b> <b>Jumping for Distance</b>  <b>Athletics –</b>  PT – Take five jumps and 9.58 seconds
<u>MFL</u> <u>(KS2)</u>	French  Numbers Yes and no	French  Greetings Christmas	French  Classroom instructions Ask and state name	French  Colours Easter	French  Fruit Food	French  Days Months
<u>RSHE</u>	<u>Me and my relationships</u>  As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan’s dare Thunks Friends are special	<u>Valuing difference</u>  Family and friends My community Respect and challenge Our friends and neighbors Let’s celebrate our differences Zeb	<u>Keeping myself safe</u>  Safe or unsafe? Danger or risk The risk robot Alcohol and cigarettes Super searcher None of your business Raisin challenge Help or harm?	<u>Rights and responsibilities</u>  Our helpful volunteers Helping each other stay safe Recount task Harold’s environmental project Can Harold afford it? Earning money	<u>Being my best</u>  Healthy eating Poorly Harold For or against? I am fantastic Getting on your nerves Body team work Top talents	<u>Growing and changing</u>  Relationship tree Body space Secret or surprise? My changing body Basic first aid