

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change

Year 3

HT1	HT2	HT3	HT4	HT5	HT6
Literacy					
<p>Narrative Taking Flight/The Flying machine Revise capital letters and full stops To use was or were correctly To use there/their/they're correctly To use direct speech To understand what a verb is To use words other than said</p> <p>To understand synonyms and antonyms To write a character description To write a setting description To write a narrative story based on a fantasy journey.</p> <p>Persuasive Letter Unit based on 'The Day the Crayons Quit' Revise capital letters and full stops Adjectives - identify and use Use a range of conjunctions Use commas in a list Spell and use contracted forms Diary entry Persuasive letter</p>	<p>Description Writing The BFG To use apostrophes for contraction To use apostrophes to mark singular possession To understand the difference between a phrase and a clause To use inverted commas for direct speech To use the present perfect tense To use the past perfect tense To write a diary entry To write a set of instructions To plan and write a character description</p>	<p>Non-chronological report writing The Boy who grew dragons To use prepositions To use commas in lists To understand what headings and sub-headings are To understand what a paragraph is To write a diary entry To write a description To plan and write a non-chronological report Narrative from the Perspective of a character Escape from Pompeii – the story of two children who survive the eruption of Vesuvius. Grammar Identify word classes such as noun, verb adjective. Use adverbs in sentences Identify determiners - useful homophones: break/brake, hear/here, grown/groan Inverted commas and writing dialogue Describing a character Letter from a character</p>	<p>Narrative from the Perspective of a character Escape from Pompeii – the story of two children who survive the eruption of Vesuvius. Grammar Identify word classes such as noun, verb adjective. Use adverbs in sentences Identify determiners - useful homophones: break/brake, hear/here, grown/groan Inverted commas and writing dialogue Describing a character Letter from a character</p>	<p>Explanation writing Fact Planet Volcanoes To develop vocabulary and dictionary skills To use prepositions To use coordinating and subordinating conjunctions To use fronted adverbials To use expanded noun phrases To write a diary entry To write a factfile To understand the features of an explanation text To plan and write an explanation text</p>	<p>Description Description of the Robot, Toz Based on 'The Wild Robot' by Peter Brown Explore vocabulary Expanded noun phrases including in a setting description Their/ There/ They're homophones Chapter summary Inverted commas in dialogue (create own dialogue based on story) Metaphors Character traits Letter writing (informal) Writing from a character's perspective. Newspaper article Plan, draft, edit and write up final description of the robot</p>
Numeracy					
<p>Place value Numbers on a number line - estimate and place numbers up to 1000 Compare and order numbers up to 1000 Finding 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) up to 1000 counting in 50s</p> <p>Addition and subtraction</p> <ul style="list-style-type: none"> - Use number bonds within 10 - Add and subtract 1,10, 100 including regrouping/ exchanging - Spotting patterns e.g. 2+5=7 - 20+50=70 - Adding and subtraction 3 digit numbers 	<p>Addition and subtraction Number bonds to 10/20/100/1000 Finding complements to above Formal addition and subtraction using column methods 10,100 more and less than <i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction including word problems</i></p> <p>Multiplication and division Revision of 2x,5x 10x multiplication and division Multiplication and division strategies Timetable facts x3, x4, x8 Solve problems around multiplication and division using arrays, bar models and pictures.</p>	<p>Mathematics Multiplication and division, with a focus on 3x,4x and 8x tables. Children will learn to multiply and divide through partitioning and more formal methods. Multiplying a 1 digit by 2 digit number e.g. 8x 34 and dividing 3 digit numbers by 1 digit numbers. Division with remainders Working with 100 – dividing 100 by 2,4,5 and 10. Bus stop method to divide a 2 digit number by one digit. Length Measuring in cm, mm and m Comparing and converting units of measure Problems solving using measures Adding and subtracting length What is perimeter?</p>	<p>Data Handling Constructing tally charts, bar graphs and pictograms Interpret data Solve data problems using language such as more than, less than, between, most/ least popular</p> <p>Length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); Adding and subtracting lengths Convert length from m to cm etc Find perimeter of 2d shapes Practical measuring Reasoning and problem solving around length</p>	<p>Perimeter of 2d shapes Fractions Identify fractions of shapes Finding half, quarter other fractions of 2d shapes. Making the whole Unit and non unit fractions Counting in tenths Counting in fractions Tenths as decimals Fractions on a number line Fractions of an amount Fractions problems Equivalent fractions</p>	<p>Time Telling the time – analogue and digital Tell and write the time from an analogue clock. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes, hours and o'clock. Use vocabulary such as a.m. /p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year.</p>

		<p>Find perimeter of 2d shapes</p> <p>Fractions part 1</p> <p>Understand the denominators of unit fractions</p> <p>compare and order unit fractions</p> <p>understand the numerators of fractions</p> <p>understand the whole</p> <p>compare and order non unit fractions</p> <p>Fractions on a number line and counting in fractions</p>	<p>Fractions</p> <p>Numerator and denominator</p> <p>Find and recognise a half, quarter and third.</p> <p>Understand unit and non- unit fractions</p> <p>Equivalence of simple fractions</p> <p>Count in fractions</p>		<p>Compare duration of events.</p> <p>Shape</p> <p>Identify and compare obtuse, acute and right angles</p> <p>Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</p> <p>Describe 2d and 3d shapes and their properties</p>
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Science					
<p>Humans and other animals</p> <p>What are the different types of skeletons? Exoskeletons, endo skeletons and hydrostatic animals.</p> <p>What are the bones on my skeleton called? Learning the names of the main bones in the human skeleton and some of the more commonly used scientific names.</p> <p>Why do we need a skeleton? Looking at skeleton functions as a frame for our muscles, supporting our body, making blood cells and protecting many of our organs.</p> <p>How do muscles help us to move? Doing different activities and noting which muscles are used. Understanding that muscles contract to enable us to move.</p> <p>Investigation - do taller people have longer feet?</p>	<p>Rocks and Soils</p> <p>What are rocks and what are they like?</p> <p>Types of/uses of rock</p> <p>How are rocks the same or different?</p> <p>How can I sort them?</p> <p>Characteristics of rock – sorting according to characteristics</p> <p>Comparing rocks based on appearance and characteristics</p> <p>What are the different types of rocks?</p> <p>Learning their names</p> <p>Learning the three main types of rock</p> <p>Igneous</p> <p>Metamorphic</p> <p>Sedimentary</p> <p>Making our own!</p> <p>Are some rocks more permeable than others?</p> <p>How can we make a fair test?</p> <p>What are fossils and how are they made?</p> <p>Examining real fossils</p> <p>What is soil made from?</p> <p>Composition of soil</p> <p>Learning related vocabulary</p>		<p>Light</p> <p>What is light and where does it come from?</p> <p>Which surfaces reflect most light?</p> <p>How do mirrors work?</p> <p>How are shadows made?</p> <p>How do shadows change shape?</p> <p>What are the dangers of looking at the sun?</p>		<p>Plants and life cycles</p> <p>What are the parts and functions of a flowering plant?</p> <p>Looking at real plants and identifying the parts</p> <p>What conditions are needed for a plant to grow well?</p> <p>Planting and growing seeds and observing their progress in different conditions.</p> <p>What is the life cycle of a flowering plant?</p> <p>Visiting the allotment to observe plants at different stages and recording our own plant life cycle</p> <p>How is water transported in plants?</p> <p>Observing the movement of coloured water through celery over a period of several days and recording our results.</p> <p>What are the different types of seed dispersal?</p> <p>Observing these and describing them ourselves</p> <p>Magnets and forces</p> <p>What are the different types of forces?</p> <p>Vocab</p> <p>force push pull twist contact / non-contact - practical activities</p> <p>How do different surfaces affect movement? What is friction? Practical activities.</p> <p>What materials are attracted to magnets?</p> <p>What happens when we bring two magnets together?</p> <p>What is a fair test?</p> <p>Are all magnets the same strength?</p> <p>What are magnets used for?</p> <p>Which metals will a magnet attract?</p>

Topic including Geography, History, Art & Design and Technology					
<p>The Earth and Antarctica Geography What are the world's continents and oceans? Label on map Where is the UK? Explain in relation to N and S hemispheres, tropics of Capricorn and Cancer, the equator. Where is Antarctica? What is it like in Antarctica? Looking at weather and topography. What is happening to Antarctica? Effects of climate change.</p> <p>Art - Antarctica and Cave art Making a diorama How can I create a 3d paper mâché structure? What is it like in Antarctica? Who is Nerys Levy and what is her art like? - replicating her work to form the background for our diorama Using a variety of materials to create a 3d model</p> <p>Creating our own cave art based on art from the Stone Age What is cave art? What does cave art depict? Studying the art from Lascaux Caves in France Using a variety of media to practise, plan and produce a finished piece - paint, charcoal, printing etc</p>	<p>Stone Age/Iron Age What were the key features of the Bronze Age to the Iron Age? How did food of the prehistoric people change from Stone Age to the Iron Age? How did the homes of prehistoric people change from Stone Age to the Iron Age? What is the legacy of the Stone Age? How does life differ between the Stone Age, Iron Age and today?</p>	<p>Peru (continues into HT4) Where in the world is Peru? Locating Peru on a world map. Using terms such as equator, tropic of Capricorn, southern hemisphere. What are the physical features and physical processes of Peru? Identifying physical and human features found in south America and sorting them into two groups. Why do earthquakes happen in Peru? Basic plate tectonics and the Pacific Ring of Fire What are the human features and human processes of Peru? Where is Machu Pichu and who built it? What does it look like? Poster/ factfile Who lives in Peru? Looking at proportion of people of Native American and European descent. How are Bradford and Peru different? Compare Bradford and Peru - location, homes, language, people, religion.</p>	<p>The Romans What is an empire and how did the Roman empire begin? How did the British react to the Roman invasion? What was society like within Roman Britain? What can we learn about the Roman period from York? What was the legacy of the British Roman empire?HT3 Design Technology – Planning, making and evaluating Photo frames What features do I need on my photo frame? Disassembling frames What do I want my frame look like and how will I make it stable? Importance of triangle in stable structures Measuring, making right angle corners, making my frame stand up Making Pizzas Evaluating different toppings Using a knife safely Designing my pizza Making and cooking my pizza Tasting and evaluating</p>	<p>Romero Britto/Inca clay relief tile Who is Romero Britto and what is his art like? What will my Britto style art work look like? To make a printing block To design and create an Britto inspired piece of art What is Inca art like? What will my relief tile look like? To design, make and paint my clay relief tile</p>	
Computing					

	<p>Touch Typing using Purple Mash 2Type Daily short lessons over two weeks.</p> <p>Using Google Slides to create a slide show. Introducing the following skills Create slide Format slide Make text box Format and change text Insert and format image from internet Layering objects Adding borders, lines and shapes Adding animations and slide transitions Using Word Create word document Demonstrate how to capitalise, start new line, centre text and different fonts and sizes insert picture onto last week's document. Show how to format and crop picture</p>	<p>Online safety Using 'Troll Stinks' as a text to teach about communicating appropriately and safely on line.</p> <p>Coding How can we create a simple flowchart? How can we use timers in coding? What happens when we repeat a command? Code, test and debug Make an interactive scene</p>	<p>Online safety Revise google slide presentation skills Spreadsheets to calculate Creating spreadsheets and graphs</p>	<p>Graphics Creating a piece of art Basic simulations Continue google slides – formatting, making slide shows</p>	<p>Chromebooks used within lessons for research and creating documents.</p>
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PSHE

<p>Physical Health and wellbeing This includes work on the different food groups and what they do for our body. How can we choose a healthy snack? How are we persuaded by packaging etc to make unhealthy choices? How can we persuade others to make the right snack choices? How can I make healthier choices about how I spend my spare time? What advice can I give about a healthy lifestyle to others?</p>	<p>Drug, alcohol and tobacco education What is a drug? Looking at drugs they may find at home such as medicines. Safe use of drugs and medicines Dangers of smoking and how to support people who want to stop Making posters, leaflets and sharing ideas Asthma – how to treat it and look after those who have it</p>	<p>Mental health Being proud of our achievements Looking at the steps to success How to deal with put downs and set backs Having goals Some of these lessons will be taught through drama</p>	<p>Identity, society and democracy Celebrating difference Understanding the different groups and communities to which we belong and the rules we follow. How we are the same/ different from each other. Understanding what stereotyping is and how it can be detrimental to self-esteem and aspirations Celebrating being unique</p>	<p>Keeping Safe -bullying What is bullying? What are the different types of bullying? Why do people bully or get bullied? What can we do if we are bullied? What can we do if we witness bullying?</p>	<p>Economic Literacy/ managing money To learn about the role money plays in their own and others' lives. To learn about enterprise and the skills that can make someone 'enterprising.' Where does money come from? Where does it go? Money vocabulary such as debt, budget</p>
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RE

<p>The focus this half term is on Judaism. Other faiths are studied throughout Year 3 and KS2 In separate lessons we will answer the question: 'How do Jews remember God's covenant to Abraham and Moses?'</p>		<p>What does The Bible teach Christians about living a good life? Why is the Bible such a special book for Christians? What does the story of The Feeding of the Five Thousand tell Christians about how to live a good life?</p>			<p>What can we learn from creation stories? What does the Jewish creation story tell about our world? What can the Muslim creation story teach us? What do Sikhs believe about creation?</p>
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<p>Each of the following questions are answered in separate lessons using drama, storyboards, reading and written tasks.</p> <p>How did God show his covenant or promise with Noah?</p> <p>Who was Abram and why was he important to Jews?</p> <p>Why is Moses important to Jewish people today and what do they learn from him?</p> <p>How did Moses become an Egyptian prince?</p> <p>How did God help Moses lead the Israelites to freedom?</p> <p>How did God protect the Jews on their journey?</p> <p>What are the Ten Commandments?</p> <p>How do Jews remember the Pesach (Passover)</p>		<p>What does the Parable of the Good Samaritan tell Christians about how to live a good life?</p> <p>What does the Parable of The Prodigal Son tell Christians about how to live a good life?</p> <p>What does the story of Zacchaeus tell Christians about how to live a good life?</p> <p>These questions will be answered by improvised drama, storyboards and collaborative activities.</p>			<p>How do the creation stories from different faiths compare?</p> <p>How are creation stories relevant today?</p> <p>Stories will be interpreted using letters, posters etc Focus will be on the fragility of our planet and conservation issues and the common beliefs of the different faiths.</p>
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PE

<p>Invasion games</p> <p>Football</p> <p>Dribbling, passing and shooting skills. Games with small apparatus to improve these skills. Working in small groups leading to games of football in small teams.</p> <p>Working Basketball</p> <p>One handed dribbling, bounce and chest pass, shooting at a target with accuracy, small team games to include these skills such as bench ball.</p>	<p>Dance</p> <p>To explore dance movements and create patterns in movement</p> <p>To work with a partner to create dance patterns</p> <p>To perform a dance with rhythm and expression</p> <p>To develop precision of movement</p> <p>To work co-operatively with a group to create and link dances using a simple dance structure or motif</p> <p>Using weather as a theme throughout. Following dance videos to music</p> <p>Gymnastics</p> <p>Looking at making basic shapes – pike, tuck, straddle, star and straight. Creating individual sequences as floorwork then as groups. Moving this onto the apparatus – benches, bars etc Travelling – different levels, different directions. Creating sequences including travel and shapes.</p> <p>Exploring travel on apparatus – leading and copying and creating sequences. Balancing on points and patches and looking at symmetry and asymmetry. Moving this from floor to apparatus.</p>	<p>Tag Rugby</p> <p>To send and receive the ball while stationary and on the move (encourage passing backwards only) To practise how to perform a 'tackle' by grabbing opponents tags to perform a range of actions while maintaining possession of the ball To explore the 'play of the ball' to restart a game</p> <p>To accurately use the space to support team mates in small sided games</p> <p>To choose and use simple tactics and strategies in different situations</p> <p>To identify and follow the rules of the game when playing matches</p> <p>Sports Hall Athletics</p> <p>To show accurate pace – run at a speed that is appropriate to the distance being run</p> <p>To practise using dominant foot to kick of rebounder board in running races</p> <p>To take part in relay events understanding the concept (handing over the baton accurately & efficiently)</p> <p>To improve throwing techniques by use of arm mobility and weight transfer (chest push & javelin)</p>	<p>Kwik Cricket</p> <p>To master a basic catching technique using two hands</p> <ul style="list-style-type: none"> To master a basic throwing technique (underarm & overarm and know when it is appropriate to use each) <p>To consolidate a range of catching and gathering (fielding) skills with control</p> <ul style="list-style-type: none"> To master a basic underarm bowling technique To practice the correct batting technique and use it in small sided games To strike the ball for distance To react to situations in ways that make it difficult for opponents to win <p>Enjoy some competitive matches of kwik cricket</p>	<p>Badminton</p> <p>To become familiar with the equipment used to play badminton</p> <p>To explore different ways in which they can hit the shuttle-cock</p> <p>To be able to serve underarm over a target or net</p> <p>To explore hitting the shuttle-cock using forehand and backhand strokes</p> <p>To be hit the shuttle-cock accurately to a partner</p> <p>To begin to be able to build up a rally (x3+ shots)</p> <p>To take part in opposed conditioned games</p> <p>Hockey</p> <p>To explore safe use of hockey equipment (correct grip on stick, no sticks above shoulder height)</p> <p>To send and receive the ball while stationary and on the move</p> <p>To explore ways of using stick to move ball</p> <p>To perform a range of actions while maintaining possession of the ball</p> <p>To accurately use the space to support team mates in small sided games</p> <p>To choose and use simple tactics and strategies in different situations</p> <p>To identify and follow the rules of the game</p>	<p>Rounders – to grasp the basic concepts of hitting and striking as well as fielding. Working on hand-eye coordination and throwing accuracy when passing or bowling.</p> <p>Outdoor athletics</p> <p>Teaching a variety of skills around running and jumping including hurdles, sprinting. Throwing skills (discus and foam javelin)</p> <p>Dodgeball</p> <p>For Y3 games - any hit below the shoulder counts as out</p> <p>To explore different types of throw (under-arm and over-arm) whilst on the move {Play Submarine Tag}</p> <p>To throw at a target with improved accuracy {Play The Gauntlet}</p> <p>To accurately use the space to support team mates in small sided games {Play Benchball or Secret Agent}</p>
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		<p>To improve jumping techniques for a variety of jumping events - speed jumping</p> <p>Balancing beam work</p>			
Music					
<p>All children in year 3 are learning the ocarina this year, which is a small woodwind instrument. This will be taught weekly. All children will participate in KST singing for half an hour each week.</p>	<p>Continue weekly ocarina lessons and singing every week.</p> <p>Vivaldi and the Baroque period</p> <p>Listening and appreciating to a variety of Baroque composers including Bach, Vivaldi and Handel.</p> <p>Studying Vivaldi's 'Winter' from the Four Seasons in more detail. Writing a poem to accompany it and then working in small groups to compose our own winter music. This will be using tuned and untuned percussion instruments and using notation. We will also great a dance in response to Vivaldi's 'Winter'.</p>	<p>Continue weekly ocarina lessons and singing every week.</p> <p>Glockenspiel work</p> <p>Working with sets of chime bars – reading music notation including crotchets, minims, quavers and rests.</p> <p>(Charanga Year 3 unit). Building up a repertoire of tunes in a progression of lessons</p> <p>Composing tunes collaboratively using accepted notation and performing our compositions to others.</p>	<p>Continue weekly ocarina lessons and singing every week.</p> <p>Listening and appraising Peruvian music (music of the Andes)</p>	<p>Who was Heitor Villa-Lobos and why is he a trailblazer?</p> <p>Listen to The little Train of The Caipira BBC Ten Pieces Map out responses Focus on rhythm and pulse Creating train sounds using percussion Group compositions to represent a train journey Crotchets and quavers notations</p> <p>What is a sea shanty?</p> <p>Sing up unit on sea shanties – comparing Bengali and Scottish sea shanty. Listen to and sing some sea shanties – e.g. The Mermaid Compose our own sea shanty in groups.</p>	<p>Continue weekly ocarina lessons and singing every week.</p>