

## Long term Planning

### Yearly overview of skills

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	County Durham	Stone Age	Egyptians	Egyptians	Rocks and volcanoes Dragons	Rivers Dragons
<b>Resources needed</b>	Local Library information	Stone Age Topic Box (DLR)	Egyptians Topic Box (DLR)	Egyptians Topic Box (DLR)	Dragons Topic Box (DLR) Rocks and Volcanoes Topic Box (DLR)	Rivers Topic Box (DLR)
<b>Visit/Visitor</b>	Newton Hall Library <b>Durham Cathedral:</b> Riverbanks Seaham: Coastal investigation	<b>Synagogue:</b> Judaism <b>Durham University:</b> Stone Age visitor from the Museum of Archaeology	<b>Oriental Garden / Museum:</b> Egyptians	<b>Wharton Park:</b> Chief pollinator and the Seed Navigator workshop	<b>Centre for Life:</b> Volcanoes workshop and visit	<b>National Glass Centre Sunderland:</b> Light
<b>English Literature – text(s)</b>	<b>Spud Murphy:</b> Eoin Colfer <b>Film Unit:</b> The Windmill Farmer / The Black Hat	<b>Stone Age Boy:</b> Satoshi Kitamura <b>Film Unit:</b> The Present <b>One Christmas Wish:</b> Katherine Rundell and Emily Sutton	<b>There's A Pharaoh in the Bath:</b> Jeremy Strong DLR Poetry collection <b>Wordsmith:</b> Performance Poetry (3:1) Playing with Words (3:2) Shape Poems (3:3) <b>Film Unit:</b> Treasure	Egyptians (non-fiction) DK <b>Wordsmith:</b> Was Tutankhamen killed? Ottoline and the Yellow Cat <b>Film Unit:</b> Ride of Passage	<b>The Boy Who Grew Dragons:</b> Andy Shepherd <b>Film Unit:</b> Marshmallows	<b>How to Train Your Dragons:</b> Cressida Cowell <b>Wordsmith:</b> Dragon Slayer (3:2) <b>Film Unit:</b> For the Birds (PSHCE)
<b>Speaking and Listening</b>	To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge To use relevant strategies to build their vocabulary To articulate and justify answers, arguments and opinions		To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		To participate in discussions, presentations, performances, role play, improvisations and debates To gain, maintain and monitor the interest of the listener To consider and evaluate different viewpoints, attending to and building on the contributions of others	

		<p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p>	<p>To select and use appropriate registers for effective communication</p>
<b>Reading</b>	<p>To use a range of strategies when reading aloud when prompted</p> <p>To <b>read age appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</b></p> <p>To <b>experiment with different pronunciations when reading unfamiliar, longer words</b></p> <p>To <b>make good approximations of a word's pronunciation</b></p> <p>To <b>listen to and discuss a wide range of fiction, non-fiction, poetry, plays, textbooks and reference books</b></p> <p>To read independently and talk about what has been read</p> <p>To make inferences from texts and explain these</p> <p>To <b>identify the main points</b> of a text</p> <p>To <b>make predictions</b> based on evidence from a text and explain these</p> <p>To recognise that books are structured in different ways for different audiences and purposes</p>	<p>To begin to use a range of strategies when reading independently</p> <p>To self-correct using appropriate strategies</p> <p>To <b>discuss the meaning of new words based on understanding of root words, prefixes and suffixes</b></p> <p>To begin to read ahead looking for clues to determine meaning</p> <p>To begin to read silently for short periods of time</p> <p>To <b>read books that are structured in different ways</b></p> <p>To begin to ask questions to improve understanding of the text</p> <p>To recognise the author makes choices regarding the vocabulary used</p> <p>To <b>discuss words and phrases that capture the reader's interest and imagination</b></p> <p>To recognise that authors make choices regarding the layout of text /information</p> <p>To explain how the structure of a text has an impact on the reader</p> <p>To begin to recognise different forms of poetry</p> <p>To select books based on awareness of reading preferences</p>	<p>To read a range of texts with fluency, understanding and expression</p> <p>To talk about different strategies that can be used to help make sense of reading</p> <p>To begin to select the most effective strategy</p> <p>To self-correct without prompting when necessary</p> <p>To read silently for longer periods of time</p> <p>To <b>read for a range of purposes</b></p> <p>To <b>check reading makes sense</b></p> <p>To <b>talk about their understanding and try to explain the meaning of words in context</b></p> <p>To read and discuss a variety of text types</p> <p>To talk about personal likes and dislikes of book read and, when prompted, can support these views and opinions with reasons</p> <p>To <b>ask questions to improve understanding of the text</b></p> <p>To infer reasons for actions and events</p> <p>To identify words and phrases used to create mood and tension</p> <p>To offer reasons for authors' choice of vocabulary</p> <p>To begin to summarise what has been read</p> <p>To pick out key points when sequencing fiction</p> <p>To offer explanations for layout or organisational features used within a text</p> <p>To make comparisons between stories and between non-fiction texts comparing like with like</p> <p>To identify some different forms of poetry</p> <p>To prepare poetry to be read aloud</p>
<b>Writing</b>	<p>To <b>begin to use paragraphs to group related material</b></p> <p>To use a range of planning strategies and tools</p>	<p>To <b>use headings and sub-headings to aid presentation</b></p> <p>To write for a range of real purposes and audiences as part of their work across the curriculum</p>	<p>To structure and organise writing with a beginning, middle and end across a range of text types</p>

	<p>To become more aware of the audience and purpose of different types of writing To <b>discuss and record ideas</b></p>		<p>To <b>read aloud own writing using appropriate intonation</b></p>		<p>To <b>use texts similar to those that they are planning to write, to understand and learn from its structure</b> To <b>assess the effectiveness of own and others' writing</b> To <b>proof read for spelling, grammar and punctuation errors and self-correct</b></p>	
<b>Vocabulary, Grammar and Punctuation</b>	<p>To use a wide range of conjunctions to join sentences and develop ideas To vary sentence openers To <b>use pronouns to avoid repetition</b> To use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and <b>apostrophe for singular possession</b> To <b>use a or an according to whether the next word begins with a consonant or a vowel</b> To begin to select words for effect</p>		<p>To <b>begin to use apostrophe for plural possession</b> To <b>begin to use inverted commas to punctuate direct speech</b> To <b>understand main clauses</b> To select words for effect to support purpose and engage readers' interest</p>		<p>To <b>express time, place and cause using: Conjunctions</b> (when, before, after, while, so, because) <b>Adverbs</b> (then, next, soon, therefore) <b>Prepositions</b> (before, after, during, in, because, of) To <b>begin to understand subordinate clauses</b> To use a range of punctuation accurately and effectively (full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, <b>apostrophe for singular possession and inverted commas for direct speech</b>) To <b>use the present perfect form of verbs instead of the simple past</b> To use a varied and rich vocabulary</p>	
<b>Spelling</b>	<p>To spell words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i> To spell words containing the /u/ sound spelt <i>ou</i> To add suffixes beginning with vowel letters to words of more than one syllable(words ending with a single consonant preceded by a short vowel double the consonant before adding <i>ing</i>)</p>		<p>To spell words with the /i/ sound spelt <i>y</i> elsewhere than at the end of words The possessive apostrophe with regular plural words To spell words using the prefixes; <i>un, dis, mis, in, im, il, ir, re, sub, inter, super, anti, auto</i> The formation of nouns using a range of prefixes such as <i>super, anti, auto</i></p>		<p>To spell some words from the National Curriculum word list for Years 3 and 4 To begin to use a dictionary to check spellings To spell words using knowledge of word families</p>	
<b>Mathematics</b>	<p><b>Number and Place Value</b> To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p>	<p><b>Multiplication and Division</b> To recall and use multiplication and division facts for the 3, 4 and multiplication tables</p>	<p><b>Measurement</b> To measure, compare, add and subtract: lengths To add and subtract amounts of money to give change, using both</p>	<p><b>Fractions</b> To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit</p>	<p><b>Shape</b> To draw 2d shapes and make 3d shapes using modelling materials; recognise 3d shapes indifferent orientations and describe them</p>	<p><b>Measurement</b> To measure, compare, add and subtract: mass, volume and capacity</p>

	<p>To recognise the place value of each digit in a 3-digit number          To compare and order numbers up to 1000          To identify, represent and estimate numbers using different representations          To read and write numbers up to 1000 in numerals and in words          To solve number problems and practical problems involving these ideas  <b>Addition and Subtraction</b>          To add and subtract numbers mentally including:          A 3-digit number and ones          A 3-digit number and tens          A 3-digit number and hundreds          To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction          To estimate the answer to a calculation and use inverse operations to check answers          To solve problems, including missing number problems,</p>	<p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods          To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>£ and p in practical contexts  <b>Statistics</b>          To interpret and present data using bar charts, pictograms and tables          To solve one and two-step questions using information presented in scaled bar charts, pictograms and tables</p>	<p>numbers or quantities by 10          To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators          To recognise and show, using diagrams, equivalent fractions with small denominators          To add and subtract fractions with the same denominator within one whole          To compare and order unit fractions, and fractions with the same denominator          To solve problems that involve all of the above</p>	<p>To recognise angles as a property of shape or a description of a turn          To identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater or less than a right angle          To identify horizontal and vertical lines and pairs of parallel and perpendicular lines  <b>Measurement</b>          To measure the perimeter of simple 2d shapes          To tell and write the time from an analogue clock, including using Roman Numerals from I to XII and 12-hour and 24-hour clocks          To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight          To know the number of seconds in a minute and the number of days</p>	
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	using number facts, place value and more complex addition and subtraction				in each month, year and leap year To compare the durations of events	
<b>Science</b>	<b>Plants:</b> Artful flowers, fruits and seeds	<b>Animals: including humans-</b> Keeping healthy	<b>Plants:</b> Roots and shoots <b>Forces:</b> Amazing magnets (Captain Chemistry)		<b>Rocks:</b> Rocks and fossils	<b>Light:</b> Light and shadows
<b>RE</b>	<b>Domestic Church – Family: Homes</b> To know and understand God’s vision for every family <b>Baptism – Belonging: Promises</b> To know and understand the meaning of the promises made at Baptism <b>Advent/Christmas – Loving: Visitors</b> To know and understand Advent: waiting for the coming of Jesus <b>Other World Faiths: Judaism</b> To know and understand that there are special places for worship		<b>Local Church – Community: Journeys</b> To know the Christian family’s journey with Jesus through the Church year <b>Eucharist – Relating: Listening and Sharing</b> To listen to the Word of God and share in Holy Communion <b>Lent / Easter – Giving: Giving All</b> To know and understand lent as a time to remember Jesus’ total giving <b>Other World Faiths: Islam</b> To know Friday is a day of special prayer. Call to prayer. To know how Muslim people worship		<b>Pentecost – Serving: Energy</b> To know the wonder and power of the Holy Spirit <b>Reconciliation – Inter-Relating: Choices</b> To know the importance of conscience in making choices <b>Universal Church – World: Special Places</b> To know special places for Jesus and the Christian community	
<b>History</b>		<b>Stone age</b> To develop an increasingly secure chronological knowledge and understanding of history To develop and use appropriate subject terminology To ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance	<b>Egyptians</b> To develop an increasingly secure chronological knowledge and understanding of history To develop and use appropriate subject terminology To suggest where we might find answers to questions considering a range of sources To understand that knowledge about the past is constructed from a variety of sources To be aware that different versions of the past may exist and begin to suggest reasons for this To identify some of the results of historical events, situations and changes To identify and begin to describe historically significant people and events in situations			

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<b>Geography</b>	<p><b>UK Discovery – is the UK the same everywhere?</b> Physical geography - hills, coasts, rivers, farms, industry, population.</p>			<p><b>Why do we have cities?</b> UK towns, cities and counties. Counties, land use, settlement, contrasting cities.</p>	<p><b>We've got it all! Why is the North East special?</b> Regional focus with lead on rivers and coasts. Fieldwork, water cycle, rivers- their formation and impact.</p>
<b>Computing</b>		<p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Computer Science:</b> To use Scratch to develop graphical programming language, sequence instructions and create a simple game</p> <p><b>Digital Literacy:</b> To use the internet safely to search effectively for information</p>		<p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Computer Science:</b> To add loops or procedures to create repeating patterns</p> <p><b>Digital Literacy:</b> To use the internet safely to search effectively for information</p> <p><b>Graphics:</b> To take, adapt or create images to enhance or</p>	<p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>Computer Science:</b> To use flowchart software to create a simple program to control an onscreen icon</p> <p><b>Digital Literacy:</b> To use the internet safely to search effectively for information</p> <p><b>Sound and video:</b></p>

		<p><b>Digital Publishing:</b> To use software to create an e-book, brochure or poster</p> <p><b>Presentations:</b> To write and deliver a presentation</p> <p><b>Working with data:</b> To search, sort and graph information</p>		<p>further develop their work</p> <p><b>Working with data:</b> To search, sort and graph information</p>		<p>To record and edit media to create a short sequence</p> <p><b>Working with data:</b> To search, sort and graph information</p>
Art	<p><b>'Natures Palette' Project:</b> To use a range of stimulus for collage work and use in abstract ways To investigate tie-dying</p>		<p><b>Portraits:</b> To improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials</p>		<p><b>Great Artists:</b> (Hakusai) To know about great artists in history</p>	
Design and Technology		<p><b>Stone Age Food:</b> To know the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p><b>Control:</b> An Egyptian book with moving parts and a surprise on every page To know how to use mechanical structures in products To know how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Sculpture:</b> Dragon's eye clay sculpture To design ,make and evaluate a product</p>
Music	<p><b>Recorder and Singing:</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p><b>Recorder and Singing:</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p><b>Recorder and Singing:</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	

<p><b>PE</b></p>	<p><b>Swimming:</b> To swim competently, confidently and proficiently over a distance of 25m To use a range of strokes effectively To perform safe self-rescue in different water-based situations <b>Gymnastics:</b> To sequence rolling, balance and jumping movements in gymnastics</p>	<p><b>Swimming:</b> To swim competently, confidently and proficiently over a distance of 25m To use a range of strokes effectively To perform safe self-rescue in different water-based situations <b>Athletics:</b> To run with pace for a sustained period To throw with greater control To perform combinations of jumps with control and consistency</p>	<p><b>Swimming:</b> To swim competently, confidently and proficiently over a distance of 25m To use a range of strokes effectively To perform safe self-rescue in different water-based situations <b>Pedestrian Training:</b> <b>Dance:</b> To experience different dance styles To choreograph, practise and perform a dance to an audience <b>Net and Wall Games:</b> To practise skills in isolation and combination To work well as a team in competitive games To apply the basic techniques of attacking and defending To develop an understanding of fair play</p>	<p><b>Swimming:</b> To swim competently, confidently and proficiently over a distance of 25m To use a range of strokes effectively To perform safe self-rescue in different water-based situations <b>Gymnastics:</b> To sequence rolling, balance and jumping movements in gymnastics</p>	<p><b>Invasion Games:</b> To practise skills in isolation and combination To work well as a team in competitive games To apply the basic techniques of attacking and defending To develop an understanding of fair play</p>	<p><b>Striking and Fielding Games:</b> To practise skills in isolation and combination To work well as a team in competitive games To apply the basic techniques of attacking and defending To develop an understanding of fair play <b>Athletics:</b> To run with pace for a sustained period To throw with greater control To perform combinations of jumps with control and consistency</p>
<p><b>PSHE</b></p>	<p><b>Rights Respecting School charter</b> To develop understanding of children's rights</p>	<p><b>Anti-Bullying Week</b> To develop understanding of friendship, tolerance and consideration towards others</p>	<p><b>E-safety Week</b> To develop understanding of e-safety in all aspects of life</p>	<p><b>Drugs Awareness</b> To develop understanding of drugs as medicines with potential dangers if not used safely</p>	<p><b>Eco-Schools Environment</b> To develop understanding of road safety</p>	<p><b>Relationship and Sex Education:</b> The virtues essential to friendship Your feelings; Your choice</p>
<p><b>MFL</b></p>	<p><b>French:</b> To listen attentively</p>					

To explore the patterns and sounds of language through songs and rhymes  
To engage in conversations  
To speak in simple sentences using familiar vocabulary  
To develop accurate pronunciation  
To appreciate French songs and rhymes  
To broaden their French vocabulary  
To write phrases from memory