

Davyhulme Primary School

Year 3

Long Term Planning 2019-2020

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Novel	Stone Age Boy/ Wolves in the Wall		Greek Myths		Tin Forest	
Value	Responsibility /Friendship	Unity/Peace	Quality/ Courage	Patience/Honesty	Understanding/ Trust	Trust/Freedom
Mathematics (White Rose Maths)	Number and Place value (3 weeks) Number-Addition and Subtraction (3 weeks)	Number-Addition and Subtraction (2 weeks) Multiplication and Division (3 weeks) Consolidation	Multiplication and Division(3 weeks) Statistics (2 weeks) Money (1 week)	Measurement- Length and Perimeter (3 weeks) Fractions (2 weeks) Consolidation	Fractions (3 weeks) Measurement – time (3 weeks)	Geometry –Properties of shape(2 weeks) Measurement – Mass and Capacity(3 weeks) Consolidation
English (Writing)	Poetry: I am Poem Text: Stone Age Boy Post card /diary entry	Text: Wolves in the Wall. Jane Consodine skills.(Boomtastics). Mary Anning recount	Write own narrative Greek Myth Easter Story	Text: Traditional tale Write own Traditional tale	Text: The Tin Forest. Letter	Text: The Tin Forest Non Chronological report (Animals from Tin Forest)
Science	What do Scientists do? Famous Scientist Discoveries.	What can I find out about Rocks, Fossils & Soils?	How does light affect things?	How do Forces & Magnets work?	How do we stay Healthy? (Health & Movement)	How do Plants Grow?
Geography	Where does our food come?	Where does our food come from?	What is it like in the Desert?	What is it like in the Desert?	How does your Garden Grow? – Plants from around the world.	
History	Who first lived in Britain? Stone Age to Iron Age	Who first lived in Britain? Stone Age to Iron Age	What did we learn from the Ancient Greeks? Ancient Greeks			
Art	Line Pattern and shape Cave painting	Texture and Form/Balance Torn Paper Stone Henge	Pattern, Symmetry and Contrast Greek Vase	Colour, Contrast and emphasis Greek Columns	Tints and shades Tin Forest charcoals	Unity and variety (Animals and plants) Movement and Rhythm

Design Technology	Moving Monsters	Moving Monsters (Stone Age moving mammoths)	Pencil Cases	Pencil Cases	Making a mini Greenhouse	Making a mini Greenhouse
Music *NB Charanga units to be added after training	Harvest Festival Play and perform in solo and ensemble contexts	Harvest Festival Improvise and compose music for a range of purposes	Listen and recall sounds	Use and understand staff and other musical notations	Appreciate and a wide range of music from different traditions and composers	Develop an understanding of the history of music
P.E	Gymnastics 1	Gymnastics 2	Gymnastics /Dance	Gymnastics/Dance	Rounders	Rounders
MFL	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills?</p> <p>Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?</p> <p>(For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>

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RE	Believing What God is. What Christians believe about God and why people pray. How different people pray.	Believing Explain why the Qu'ran is important to Muslims and Murtis is important to Hindus	Living Christian beliefs-how they show beliefs at home.	Living Christian beliefs-how they show beliefs in the community.	Why do people pray? What prayer is. What happens in Islamic Prayer. How Christians like to worship and pray. How Hindus worship and pray.	Why do people pray? Compare two different religions on how they pray. What prayers make us think about. Make my own Prayer. What happens during Ramadan.
Computing	Programming an animation	Finding and correcting bugs in algorithms	Videoing performance	Making and sharing a short screencast presentation	Communicating safely on the internet	Collecting and analysing data