



St Michael with St Thomas CE Primary School

Year 3 Long Term Plan 2024 -2025

MATHS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Number sense and exploring calculation strategies Place Value Addition and Subtraction	Addition and Subtraction Length and Perimeter Graphs	Time Fractions Faces. Shapes and Patterns; lines and turns	Time Fractions	Angles and Shape Measures	Exploring calculation strategies and place value Times tables and Division facts
	<ul style="list-style-type: none"> Read, write, order and compare numbers to 100 Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference Derive new facts from a known fact Read, write, represent, partition, order and compare 3-digit numbers Find 10 and 100 more or less Round to the nearest multiple of 10 and 100 Develop and use a range of mental calculation strategies Illustrate and explain formal written methods – column method 	<ul style="list-style-type: none"> Develop and use a range of mental calculation strategies Illustrate and explain formal written methods – column method Measure, draw and compare lengths Add and subtract lengths Calculate perimeter Collect, interpret and present data using charts and tables 	<ul style="list-style-type: none"> Tell the time on an analogue clock: quarter past, quarter to and five- minute intervals Calculate durations of time in minutes and seconds Sequence daily events Minutes in an hour and hours in a day Part-whole relationships Fractions as part of a whole or whole set Relate to division Equivalent fractions Explore, sort and describe 2-D shapes Lines of symmetry in 2-D shapes Identify 2-D shapes on 3-D shapes Compare and sort 2-D and 3-D shapes Use language to describe position, direction and rotation to follow a route. 	<ul style="list-style-type: none"> Tell, record, write and order the time analogue and digital 12-hour, am, pm Measure, calculate and compare durations Part-whole relationships Fractions as part of a whole or a whole set and as a number Add, subtract, compare and order fractions 	<ul style="list-style-type: none"> Identify angles including right angles and recognise as a quarter of a turn Identify and draw parallel and perpendicular lines Draw / make, classify and compare 2-D and 3-D shapes Measure the perimeter Read scales with different intervals when measuring mass and volume Weigh and compare masses and capacities with mixed units Estimate mass and capacity 	<ul style="list-style-type: none"> Add and subtract mentally Find 10, 100, and 1000 more or less Order and compare beyond 1000 Round numbers 2, 3, 4, 5, 6, 8, 9, 10 x tables

ENGLISH	<p>The Bear and the Piano</p> <p>Inform and entertain:</p> <p>Diary- to write in character of the bear thinking about his experience before and after he became famous.</p> <p>Informal letter- to write as the bear to explain his thoughts to his friend, the grey bear.</p> <p>Setting description – Children to set the scene, thinking about atmosphere and character’s feelings.</p>	<p>The Invisible</p> <p>Inform and persuade:</p> <p>Character description – Children to describe the main character in detail.</p> <p>Recount – Children to write in the shoes of Isobel, retelling the events of her day.</p> <p>Letter – Children to write a letter thanking Isabel for the kind things she has done.</p> <p>RRSA – Article no 2, the right to no discrimination.</p>	<p>The Dragon Machine</p> <p>Letter of persuasion – Children to write in the role of the George’s parents, persuading George to return home.</p> <p>Narrative – Children to write their own versions of The Dragon Machine focusing on showing character.</p> <p>RRSA – The right to an education. Rights for children seeking refuge. FBV – Link to liberty.</p>	<p>The Truth Pixie</p> <p>Entertain: Character description- create and describe their own pixie with a troublesome quality.</p> <p>Poetry- create a poem describing their pixies predicament.</p> <p>Narrative- what the Truth Pixie did next- children to create the next chapter.</p> <p>RRSA – Right to share their thoughts freely.</p>	<p>Flat Stanley</p> <p>Inform and entertain:</p> <p>Diary – To write in the character of Stanley.</p> <p>Informal letter – To write in the shoes of Stanley to his friends and family.</p> <p>Internal monologue – to reflect upon what has happened to Stanley.</p> <p>Adventure story – to inform a wider audience.</p>	<p>The Boy who grew Dragons</p> <p>Inform and entertain:</p> <p>Description – Children will create their own description if their ‘Dragon plant’.</p> <p>Instructions – Children will create their own instructions on how to care for a dragon.</p> <p>Non-Chronological report – Children will write to inform all about dragons.</p>
	Subjects taught discretely throughout the year:					
SCIENCE	Plants	Forces	Animals including Humans	Animals including Humans	Rocks	Light
	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection 	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change



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PSHE & RSE	Throughout the year, we will use our Jigsaw PSHE materials to study the following topics:					
	Being in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives FBV – linked to individual liberty and rule of law.	Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments FBV – linked to individual liberty FBV – Linked to mutual respect and tolerance.	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends FBV – Linked to mutual respect and tolerance	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
PE	Skill Development.					
	Games	Dance	Gymnastics	athletics	orienteering	Games
	football	basketball	Quick cricket	dodgeball	netball	rounders
RE	We follow the Blackburn diocese scheme of work to study the following topics throughout the year:					
	3.6 Harvest. Revisit Sukkot 3.1 Called by	3.2 Christmas. God with us.	3.3 Jesus the man who changed lives.	3.4 Exploring the sadness and joy of Easter.	3.5 Which rules should we follow? Does everyone follow the same rules?	S10 Proverbs
COMPUTING	Connecting Computers	Sequence in music	Animation	Branching databases	Events and actions	Desktop and publishing
	Health, well-being and lifestyle Online relationships Online reputation Privacy and Security	Health, well-being and lifestyle Online relationships Online reputation Privacy and Security	Copyright and ownership Managing online information	Privacy and security	Health, well-being and lifestyle	Copyright and ownership Managing online information Health, well-being and lifestyle Privacy and security



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Subjects taught through the LUNAR curriculum:

HISTORY		<p>Monarchs</p> <p>Is change a good thing?</p> <p>Throughout this unit, pupils will study the lives of several monarchs, such as William the Conqueror and King Henry VIII. They will look at their roles as monarchs and how this shaped the country at the time. They will end the unit by comparing the changes the monarchs made to answer the above question.</p>	
GEOGRAPHY	<p>Rivers</p> <p>How has the physical geography of water shaped the human geography around it?</p> <p>In this unit, pupils will learn how rivers are formed, how they contribute to sustaining life and explore the consequences of water shortages. They will also study the River Mersey, how it has changed and the impact of humans.</p> <p>Article 24 – right to clean water.</p>		<p>What makes the UK a great place to live?</p> <p>Throughout this unit, pupils will explore the physical and human geography of counties and cities in the UK. They will use maps to find and locate cities and counties in the UK. They will also compare cities in the UK to ones in Europe and South America, to discuss and compare the geography of both places.</p> <p>Individual Liberty/ Mutual Respect.</p> <p>Article 27- food, clothing and a safe home.</p>
ART	<p>GESTURAL DRAWING</p> <p>I can see how artists use charcoal in their work. I can talk about the marks produced and how I feel about them.</p> <p>I can experiment with the types of mark I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can make loose gestural sketches using my body, on larger sheets of paper.</p> <p>I can understand what chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p>	<p>PAINTING</p> <p>I can make simple prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find. I can use these rubbings to make an image.</p> <p>I can push objects I find into plasticine and make prints.</p> <p>I can cut shapes out of foam board and drawing into it and stick them on a block to make a plate. I can print from the plate.</p> <p>I can use colour, shape and line to make my prints interesting.</p> <p>I can create a repeat, symmetrical or sequenced print.</p>	<p>MAKING</p> <p>I can explore how artists are inspired by others working in different artforms.</p> <p>I can understand how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>I can use my own sketchbook to explore my response to the chosen book/ film, making visual notes, jotting down ideas and testing materials.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>I can reflect and share how the way I made my culture helps capture my feelings about the original character.</p>

DT	Structure: Gift box		Textile: Toy puppet		Cooking and nutrition: healthy sandwich	
	To design a product for the Enterprise fair to sell. I know that my product needs to be attractive to others. I can share how I would like to make my product. I can use equipment and tools accurately and safely. I shape my product carefully, using techniques and tools. I identify where my evaluations have led to improvements in my products. My designs improve as I go along.I come up with solutions to problems as they happen.		I clarify my ideas using labelled sketches and models to communicate the details of my designs. I use scoring, and folding to shape materials accurately. I use sharp scissors accurately to cut.. My product has a good finish so that a user will find it both useful and attractive. I select the appropriate textile(s) for my product.I know that the texture and other properties of materials affect my choice. I join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product. I describe the qualities of my material and say why it will be the most suitable choice.I join materials to make products using both permanent and temporary fastenings.I combine materials to add strength or visual appeal.My joins are strong and stable, giving extra strength to my products. Some joins are flexible to allow for dismantling or folding.		I prepare food safely and hygienically and can describe what this means. I describe the properties of the food ingredients: taste, smell, texture, and consistency. I grow my own seasonal products to use in my cooking. I can grow ingredients that I will use in my cooking.	
MUSIC	We follow the Charanga musical school scheme of work to study the following topics throughout the year:					
	Pathway Steps 1 – 3 Holding the Recorder and Making a Sound Left Hand Up Top The Note B Music Theory: Easy B The Pulse Breathing and Playing B	Pathway Steps 4 - 5 Improving playing B Music Theory: Strictly B Listening and playing by ear Playing A Music Theory: A Rhythm Listening and Playing by Ear	Pathway Steps 6 - 7 Duet Jigsaw: Parts of the Recorder Singing and Playing Playing the Notes A and B Improvising and Playing	Pathway Step 8 – 9 Improving Playing the Notes A and B Music Theory: A and B Singing, Improvising and Playing Four Beat Notes Mardi Gras Minims Pitch	Pathway Step 10 The Note G Music Theory: Seven Gs Theory Playing A and G Singing and Playing B, A and G	Reflect, Rewind and Replay
SPECIAL EVENTS	Autumn disco	Christmas pantomime	Valentines Disco	Easter bingo.		Summer disco.
TRIPS/VISITS	Rivers trip	Visit to the museum of science and industry			Rock experience in school	