

Patrington Church of England Primary Academy Y3 LTP 2020 - 2021

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Explore!	In your shoes	Fragile Earth	Monsters, myths and legends	Best of British	We can be heroes
Year group topic heading	Rainforests	Super scientists	Stone Age Britain	Ancient Rome	Extreme Earth	Ancient Greece
Visits/visitors / engagement	Forest schools day	WHS science Children's uni	Our local area	Roman fort - Yorkshire museum of farming		Ancient Greek olympics
ENGLISH	<p>Setting Description</p> <p>Character Description</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and</p>	<p>Biography</p> <p>Letter Writing</p> <p>Riddles/Poetry</p> <p>Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and</p>	<p>Instructions</p> <p>Narrative Writing</p> <p>Performance poetry</p> <p>Gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Introduction to paragraphs as a way to group related</p>	<p>Diary</p> <p>Myths</p> <p>Gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others use and punctuate direct speech develop their</p>	<p>Descriptive writing</p> <p>Persuasive letters</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range</p>	<p>Adventure stories</p> <p>Recount- Sports day/Ancient Greek day</p> <p>Spag -use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1)</p> <p>Plan, draft, evaluate</p>

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<p>debates Discuss words and phrases that capture the reader's interest and imagination</p> <p>Spag - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary Commas to separate items in a list.</p> <p>Plan, draft, evaluate and edit, proof read and read aloud writing.</p>	<p>opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Spag - use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones</p>	<p>material Headings and subheadings to aid presentation</p> <p>Spag -use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>use the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Plan, draft, evaluate and edit, proof read and read aloud</p>	<p>understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Plan, draft, evaluate and edit, proof read and read aloud writing.</p>	<p>of conjunctions, including when, if, because, although</p> <p>Plan, draft, evaluate and edit, proof read and read aloud writing.</p>	<p>and edit, proof read and read aloud writing.</p>
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		spell words that are often misspelt (English Appendix 1) Use of the present perfect form of verbs Plan, draft, evaluate and edit, proof read and read aloud writing.	writing.			
Key text	The green ship Quentin Blake Pirate Blunderbeard Worst.Mission.Ever	On a beam of light a story of Albert Einstein Women in Science Ada Lovelace Marie Curie (Little people, big dreams)	Stone age boy How to wash a wooly mammoth? The box with a bronze axe	Roman Fort Nick Manning	Pebble in my pocket The street beneath my feet Flood Alvaro F Villa The last tree	Who let the Gods out?
MATHS	Numbers to 1000 Counting in Hundreds, Tens and Ones	Addition and Subtraction within 1000	Units of measure reading scales capacity	Adding and subtracting money Telling the time	Counting in tenths adding	making angles finding angles comparing angles

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	Place Value Comparing and Ordering numbers Counting in Fifties Addition and Subtraction Facts	Number Patterns Counting in 4s and 8s Multiplying 2 digit numbers	volume	measuring and comparing the time in seconds, hours and minutes Interpreting data - bar graphs and picture graphs	fractions subtracting fractions finding equivalent fractions comparing fractions	Measuring perimeter Calculating perimeter
SCIENCE	Forces 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	Light 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	Rocks 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 Pupils might research	Animals inc humans 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	Animals inc humans - <u>Animals</u> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition	Plants 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

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	<p>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.</p>	<p>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.</p>	<p>and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>support, protection and movement.</p>	<p>from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>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.</p>
COMPUTING	<p>Use technology safely, respectfully and responsibly</p> <p>Internet safety. See saw to create Ernest Shackleton news</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>

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	<p>flash, use sequence, selection, and repetition in programs</p> <p><i>Use technology safely, respectfully and responsibly</i></p>	<p>discerning in evaluating digital content</p> <p>Researching scientists, create a Vlog using online research.</p>	<p>the opportunities they offer for communication and collaboration.</p> <p>The first computer - history.</p> <p>Twitter posts</p> <p>Code.org for programming a stone age trail.</p> <p>Introduce inputs and outputs practically then virtually.</p>	<p>design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Continue to create algorithms using scratch and code.</p> <p>Use imovie to create own Myth</p>	<p>correct errors in algorithms and programs</p> <p>Continue to build algorithms to create a simple game using microbits.</p>	<p>Develop use of input and output.</p> <p>Use more complex algorithms to create a game for the class to complete using microbits.</p>
DESIGN		Rainbow food		Sewing - Roman		Ancient Greek

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TECHNOLOG Y		<p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Christmas craft/Santa's sleigh Design, build and evaluate a sleigh which includes a pulley.</p>		<p>Purse</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Select from and use a range of tools and equipment to</p>		<p>pottery</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction</p>
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		<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</p>		<p>perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>		<p>materials, textiles and ingredients, according to their characteristics.</p> <p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>
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<p>GEOGRAPHY</p> <p>plan bee</p>	<p>Exploring the Rainforest</p> <p>Geography skills Map work</p> <p>Comparison of places use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,</p>			<p><i>Our European neighbours</i></p> <p>Roman Empire in Britain Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Locate European countries, cities and key features.</p>	<p><i>Exploring India</i></p> <p>Explore different kinds of rocks and soils, including those in the local environment. identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed</p>	
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					over time	
HISTORY		<p>A history of Science.</p> <p>Timeline of scientific breakthroughs.</p> <p>Albert Einstein and Marie Curie</p>	<p>Changes in Britain from the Stone Age to the Iron Age late</p> <p>Neolithic hunter - gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>			<p>Ancient Greece</p> <p>Differentiate things 100 years ago - Olympic events - a study of Greek life and achievements and their influence on the western world</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>
ART & DESIGN	<p>Y3 Art and Design Skills</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		<p>Y3 Prehistoric art</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To create sketch</p>		<p>Y3 Formal Elements of Art</p> <p>To improve their mastery of art and design techniques, including drawing,</p>	

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	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.t</p>		<p>books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.</p>		<p>painting and sculpture with a range of materials</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.s.</p>	
MUSIC	<p>Year 4 unit</p> <p><u>Body and tuned percussion (rainforests)</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Ballads</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Developing singing technique and keeping in time</u></p> <p><u>The Vikings.</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy,</p>	<p><u>Traditional instruments and improvisation</u></p> <p><u>Around the World - India</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with</p>	<p><u>Pentatonic melodies and composition</u></p> <p><u>Chinese New Year.</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and</p>	<p><u>Jazz</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a</p>

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	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music</p>	<p>fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p><u>Singing.</u></p> <p>I can sing a short song on my own and stay 'in tune'</p> <p>Use a simple core song known to the child</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>playing instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music</p> <p><u>Pulse, Rhythm, Tempo & Metre</u></p> <p>I can accurately tap the rhythm of simple songs and rhymes</p>
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		<p><u>Listening</u> I can listen to music and identify musical dimensions Choose 2 contrasting pieces to identify specified music dimensions Worksheet 8</p>		<p>Use and understand stave and other musical notations</p> <p><u>Pitch</u> I can perform high or low sounds as requested on an instrument and with my voice Create/use a pitch game to explore high and low sounds vocally / instrumentally Worksheet 9 - with ideas for creating a game</p>	<p>Use and understand staff and other musical notations.</p> <p><u>Composition & Improvisation.</u> <u>Texture</u> I can create an ostinato to accompany a simple song Practice using a phrase from a song as the ostinato. Use a song known to the children to perform with an ostinato. Worksheet 10</p>	<p>Use the thinking voice to correctly tap a phrase of a song Differentiation: whole song or a more complex song</p>
P.E.	Rugby	Gymnastics	Dance	Cricket	Orienteering	Athletics

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R. E.	L2.10 How and why do believers show their commitments during the journey of life? (8 -10 hours) On a life journey linking to voyages	L2.9 (Ongoing throughout year): What are the deeper meanings of the festivals? (including Christmas). This unit to continue through the whole year.	UC2a.2 What is it like to follow God? (8 - 10 hours) Stand alone unit	UC2a.5 Why do Christians call the day Jesus died Good Friday? (4 - 6 hours) First part of the unit: Holy week Mary's response Pontious Pilate	UC2a.3 What is the Trinity? (6 - 8hrs)	Spirited arts competition Talk about the greek alphabet -Jesus saying, "I am the alpha and omega, beginning and end.
Personal Development	Heartsmart: Get Heartsmart	Heartsmart: Don't forget to let love in	Heartsmart: Too much selfie isn't Healthy	Heartsmart: Don't rub it in, rub it out	Heartsmart: Fake is a Mistake	Heartsmart: No way through isn't true Healthy eating
British values	Democracy: Classroom roles/charter or rules	Mutual Respect and Tolerance for different faiths and beliefs: Kamlesh Singh visit/festivals	Individual Liberty:e.g. Educational visits, circle times, debates in older classes.	Individual Liberty: e.g. Show and tell Circle times Right to an opinion	The Rule of Law Current affairs discussions	Mutual Respect and Tolerance for different faiths and beliefs Making links locally and further afield
MFL			Spanish speaking countries. Hispanic traditions	Hispanic culture. Music and Art. Hobbies, and	Classroom items Colours Healthy foods.	

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			<p>Understand and respect that there are people and places in the world around me that are different to where I live and play.</p> <p>Greetings, introducing yourself.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>speak in sentences, using familiar vocabulary,</p>	<p>Weather</p> <p>Understand a few familiar spoken words and phrases</p> <p>Speak in sentences, using familiar vocabulary</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others;</p>	<p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others;</p>	
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