

Crowland South View Primary School

YEAR 3 LTP

Term 1 (7)

Term 2 (7)

Term 3 (6)

Term 4 (6)

Term 5 (4)

Term 6 (7)

Overarching Theme:	Savage Stone Age	Bronze Age to Iron Age	The Rainforest	The Rainforest	Romans	Italy
Enrichment	Diwali day			Science week Easter production	Trip to Flag Fen - Roman invasion	Italian day
Class Texts - Enjoyment	<p>Woof</p>  <p>(Complexity of the Narrator)</p>	<p>The Iron Man</p>  <p>(Complexity of Plot/Symbol)</p>	<p>Harry the Poisonous Centipede by Lynne Reid Banks</p>  <p>(Complexity of Plot/Symbol)</p>	<p>Nim's Island by Wendy Orr</p>  <p>(Complexity of the Narrator)</p>	<p>The Magic Faraway Tree by Enid Blyton</p>  <p>(Archaic)</p>	<p>The Butterfly Lion by Michael Morpurgo</p>  <p>(Non-Linear)</p>
Vehicle Text <i>Read to Write</i>	<p><u>Return</u></p>  <p>Aaron Becker</p>	<p><u>Iron Man</u></p>  <p>Ted Hughes</p>	<p><u>Fox February</u></p>  <p>Margaret Wild</p>	<p><u>Rhythm of the rain</u></p>  <p>Valerio Vidali</p>	<p><u>Jemmy Button</u></p>  <p>Anthony Brown</p>	<p><u>Into the forest.</u></p>  <p>Grahame Baker- Smith</p>
English Outcome 1	<p><u>Narrative: Setting narrative</u> Purpose: To narrate</p>	<p><u>Narrative: Approaching threat narrative</u> Purpose: To narrate</p>	<p><u>Fable Narrative: To narrate</u></p>	<p><u>Narrative: Setting narrative</u> Purpose: To narrate</p>	<p><u>Narrative: Return Narrative</u> Purpose: To narrate</p>	<p><u>Narrative: Lost narrative</u> Purpose: To narrate</p>

<p>English Outcome 2</p>	<p><u>Information: Travel report</u> Purpose: To inform</p>	<p><u>Explanation: How to capture the Iron Man</u> Purpose: To explain</p>	<p><u>Persuasion: Foxes</u> Purpose: To inform</p>	<p><u>Recount: Letters</u> Purpose: To recount</p>	<p><u>Recount: Newspaper report.</u> Purpose: To recount</p>	<p><u>Recount: River information leaflet</u> Purpose: inform</p>
<p>Grammar: Word – through active English</p>	<p>Using forms 'a' or 'an'</p> <p>Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using adverbs then, next, soon, therefore</p> <p>Expressing time, place and cause using prepositions before, after, during, in, because, of</p>	<p>Formation of nouns using a range of prefixes. Auto, super and anti.</p> <p>Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using adverbs then, next, soon, therefore</p> <p>Expressing time, place and cause using prepositions before, after, during, in, because, of</p>	<p>Formation of nouns using a range of prefixes e.g. auto, super and anti. Reinforce year 2: un- re-</p> <p>Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using prepositions before, after, during, in, because, of</p>	<p>Using forms 'a' or 'an'</p> <p>Expressing time, place and cause using prepositions before, after, during, in, because, of.</p> <p>Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using adverbs then, next, soon, therefore.</p>	<p>Using forms 'a' or 'an'</p> <p>Word families based on common words showing how words are related in form and meaning.</p> <p>Expressing time, place and cause using prepositions before, after, during, in, because, of.</p>	<p>Formation of nouns using a range of prefixes e.g. auto, super and anti. (reinforce year 2. Mis, dis, in, un)</p> <p>Using forms 'a' or 'an'</p> <p>Word families based on common words showing how words are related in form and meaning.</p> <p>Expressing time, place and cause using adverbs then, next, soon, therefore.</p>
<p>Grammar: Text – through active English</p>	<p>Introduction to paragraphs.</p>	<p>Present, perfect form of verb.</p>	<p>Present, perfect form of verb.</p> <p><u>Introduction to paragraphs as a way to group related material.</u></p>	<p><u>Introduction to paragraphs as a way to group related material.</u></p>	<p><u>Introduction to paragraphs as a way to group related material.</u></p>	<p>Present, perfect form of verb.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p><i>Headings and subheadings to aid presentation.</i></p>

Punctuation	<u>Inverted commas to punctuate direct speech.</u>	Reinforce from Year 2: Use of capital letters, full stops, question barks and explanation marks to demarcate sentences. Apostrophe's to mark where letters are missing in spelling and to mark singular possession in nouns.	Reinforce from Year 2: Use of capital letters, full stops, question barks and explanation marks to demarcate sentences. Commas to separate items in a list. Apostrophe's to mark where letters are missing in spelling and to mark singular possession in nouns.	Apostrophe's to mark where letters are missing in spelling and to mark singular possession in nouns.	<u>Inverted commas to punctuate direct speech.</u>	Inverted commas to punctuate direct speech.
Terminology	<p>Year 2 - Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Year 3 - Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p>					
Whole Class Guided Reading <i>Grammarsaurus</i>	<p>A range of different texts will be covered throughout the year. We will focus on the different reading domains and answer a range of questions as a class and independently.</p>					
Mathematics fluency	<p>*See Separate Long-Term Plan*</p>					
Mathematics <i>White Rose</i>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division (a)	Multiplication and Division (b) Length and Perimeter (3 weeks)	<u>Fractions (a) (3 weeks)</u> <u>Mass and Capacity) (3 weeks)</u>	Fractions (b) Money <u>Time (a)</u>	Time (b) Shape Statistics Consolidation

Science <i>Developing experts</i>	<u>Animals including humans</u> Identify animals including humans need nutrition. What is nutrition. <u>Types of if skeletons and muscles.</u>	<u>Rocks, Soils and Fossils</u> <u>Compare groups of rocks.</u> <u>Understand how fossils are formed.</u> <u>Recognise soils are made from rock and organic matter.</u>	<u>Plants</u> Different parts of a flowering plant. Requirements for life and growth. Water transportation. Life cycle of a plant.	<u>WOW</u> Whizz, pop bag science - Experiments Scientists	<u>Light</u> Recognise that they need light in order to see things. Dark is the absence of light. Notice that light is reflected from surfaces. Recognise the dangers of light. Find patterns in the way shadows change.	<u>Forces and Magnets</u> 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. Magnetic materials. Compare and group everyday materials. Make Predictions.
Computing <i>NCCE Teach Computing curriculum</i>	Online safety Connecting computers	Online safety Stop frame animation	Online safety Sequencing sounds	Online safety Branching databases	Online safety Desktop publishing	Online safety Events and actions in programmes
Humanities Focus <i>Keystage history</i>	HISTORY FOCUS Stone Age	HISTORY FOCUS Bronze Age - Iron Age	GEOGRAPHY FOCUS The Rainforest	GEOGRAPHY FOCUS The Rainforest / UK woodland study	HISTORY FOCUS The Romans	GEOGRAPHY FOCUS Italy
MFL <i>Rising Stars</i>	<u>Moi</u> All about me	<u>Jeux et chansons -</u> Games and songs	<u>On fait la fete -</u> celebrations	<u>Portraits</u>	<u>Les quatre amis -</u> The four friends.	<u>Ca pousse!</u> - Growing things

Expressive Arts	Art and Design <i>Kapow</i>		Drawing: Growing Artists		Craft and Design: Ancient Egyptian scrolls		Sculpture and 3D: Abstract shape and space.
	Design and Technology <i>Kapow</i>	Food: Eating seasonally		Digital World: Electronic charm		Structures: Constructing a castle	
	Music <i>Kapow</i>	Creating compositions in response to an animation (Theme : Mountains)	Develop singing technique (Theme: Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Ballads	Jazz	Traditional instruments and improvisation (Theme: India)
	PE Class <i>GetSet4PE</i>	Golf (unleash your drive scheme)	Dance	Ball skills	Netball	OAA Sports day practice	Swimming (outside Agency) Yoga
	PE Elite <i>GetSet4PE</i>	Football	Handball	Gymnastics	Tag Rugby	Athletics	Tennis
Spiritual, Moral, Social and Cultural development	RE <i>Discovery RE</i>	Theme: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation/Gospel Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non- Hindu? Link to pilgrimage in other religions. Religion: Hinduism, Judaism and Buddhism
	PSHE <i>PSHE Association/ Kapow</i>	<u>Relationships</u> <u>Families and friendships</u> <u>Safe relationships.</u> Respecting ourselves and others		<u>Living in the wider world.</u> Belonging to a community Media literacy and digital resilience Money and work		<u>Health and well-being</u> Physical health and mental well-being Growing and changing Keeping safe.	