

Rainbow Primary School

Long Term Plan Year 3

|                           | <b>Autumn 1</b><br><b>Who first lived in Britain?</b>   | <b>Autumn 2</b><br><b>Where is Spain?</b>  | <b>Spring 1</b><br><b>How can we rediscover the wonders of Egypt?</b>                             | <b>Spring 2</b><br><b>How can we rediscover the wonders of Egypt?</b>                                 | <b>Summer 1</b><br><b>What will I be when I grow up? (Earning a living)</b> | <b>Summer 2</b><br><b>Where is the best weather around the world?</b>   |
|---------------------------|---|--|---|---|---|---|
| <b>Wow Starter</b>        | Cave paintings<br>Art afternoon   | Flamenco Dancers   | Mummification workshop at Cliffe Castle Museum  |   | Visit from people from different professions (parents)                      | Green screen - We are weather presenters.                               |
| <b>Educational Visits</b> | Central Library   | Flamenco dance workshop<br><br>Road Safety Visit                                       | Mummification workshop at Cliffe Castle Museum<br><br>Pedestrian Training (Road safety workshops) | Chester Zoo   | Bradford Cathedral (Free)   | Nell Bank   |
| English                   | Stories with familiar settings - 4 weeks<br>Text: Bilal's First Day at School<br><br>Haiku<br>Shape poetry and calligrams - 2 weeks | Reports - Spanish Ridgeback Dragon<br><br>Formal and formal letters                    | Myths and legends - Egyptians<br><br>Poems to perform   | Instructions - New unit<br><br>Authors<br>Biography about Roald Dahl &<br>Dialogue and plays<br>Twits | Adventure and mystery<br>Text: The Cave                                     | Information texts - Weather around the world<br><br>Language play       |
| Big Write                 | <b>Assessed piece:</b><br><b>Stories with familiar setting</b>  | <b>Assessed piece:</b><br><b>NCR Dragon</b><br><br>Traditional tale from a character's | <b>Assessed piece:</b><br><b>Myths and Legends</b><br><br>Diary - Cliffe Castle Museum            | <b>Assessed piece:</b><br><b>Instructions</b>   | <b>Assessed piece:</b><br><b>Adventure and Mystery stories</b>              | <b>Assessed piece:</b><br><b>Information text</b><br><br>Weather report |

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|---------------------------|--|---|---|--|---|--|
|                           | <p>Summer holiday recount</p> <p>NCR about the Stone Age</p> <p>Instructional advice:<br/>How to please your teacher</p>   | <p>point of view</p> <p>Letter to pen pal (Spain)</p> <p>Spain Factfile</p>   | <p>Change a traditional tale</p> <p>Newspaper article - discovery of Tutankhamun</p>  | <p>Fictional biography<br/>Roald Dahl (The Twits)</p> <p>Science<br/>Investigation Report</p> <p>Science - NCR about an animal</p> | <p>Instructions - Maths skill/game</p> <p>Instructions on how to make a sandwich</p> <p>Persuasive formal letter</p>              | <p>Recount - Nell Bank</p> <p>Informal letter to Year 2 children to tell them about Year 3</p>   |
| Opportunities for writing | <p>Science - Write a poem/rap about rocks</p> <p>History - Describe a stone age setting</p> <p>History - Describe a stone age character.</p> <p>R.E - Explanation about the Amrit Ceremony</p> | <p>R.E - The Christmas Story</p> <p>Geography - <b>Persuasive</b> letter to Miss Ngenda to have a trip to Spain</p> | <p>History - Explanation text on how to make a mummy</p> <p>R.E - Describe a miracle</p>  | <p>History - Fact file about Egypt</p> <p>R.E - Instructions to make Easter nests</p>  | <p>Geography - Persuasive writing on a job advert or a job application</p> <p>Enterprise pitch</p> <p>R.E - Cathedral recount</p> | <p>Write a play script for their puppets (Shadow puppets)</p> <p>A leaflet about different types of weather</p> <p>Explanation about Pointilism</p> <p>Science - Instructions on how to look after a plant</p> |
| Maths                     | <p>Number: place value<br/>Week 1 - 3</p> <p>Number addition and subtraction<br/>Week 4-8</p> <p>Number: multiplication and division<br/>Week 9-11</p>   |   | <p>Number: multiplication and division<br/>Week 1 - 3</p> <p>Measurement: money<br/>Week 4</p> <p>Statistics<br/>Week 5 - 6</p> |  | <p>Number: Fractions<br/>Week 1 - 3</p> <p>Measurement: time<br/>Week 4 - 6</p> <p>Geometry:<br/>Properties of shape</p>          |  |

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|-------------------------|---|--|---|---|--|--------------------------|
|                         |   |  | Measurement: length and perimeter<br>Week 7 - 9 |   | Week 7 -8<br>Measurement: Mass and capacity<br>Week 9 - 11 |                          |
|                         |   |  | Number fractions<br>Week 10 - 11                |   |  |                          |
| Opportunities for Maths | Time - minutes in an hour etc<br>Duration of events<br>Roman numerals | Statistics - graph   | Measure - capacity and weight                   | Consolidation of number/place value   | Consolidation of number/place value                        | Statistics - graphs      |
| Science                 | Rocks   | Forces and magnets   | Light   | Animals including humans  |  | Plants                   |
| Geography               |   | Countries of the World (Spain)   |   |   | Earning a Living   | Weather around the World |
| History                 | Pre Historic Britain  |  | Ancient Egypt                                   | Ancient Egypt   |  |                          |
| Art                     |   | Investigating Patterns<br><br><b>Spanish artist</b><br>Antoni Gaudi<br>Pablo Picasso |   | Making 3D pyramids<br>Papyrus Paintings<br>Designing & making Canopic jars<br>Sculptures (recycled materials) |  | Seurat Pointillism       |
| Design & Technology     | What-music-would-you-like-to-make<br><br>(Musical Instruments)        |  | Packaging                                       |   | Sandwich Snacks<br><br><b>Enterprise week</b>              |                          |

|                            |   |  |  |   |   |   |
|----------------------------|---|--|--|---|---|---|
| Computing                  | Espresso Coding   |  | We are communicators                                       | We are presenters   | We are network engineers  | We are opinion pollsters  |
| Music                      | Exploring Pitch<br>In the past  | Exploring Beat<br>Time   | Exploring Structure<br>Ancient Worlds                      | Exploring Structure<br>Human Body                           | Exploring Performing<br>Food & Drink  | Exploring Composition<br>Environment  |
|                            | Musical Instrument-Children Learning to play clarinet (Gandhi)              |  |  | Musical Instrument-Children Learning to play clarinet (MLK) |   |   |
| Songs linked to topic      | The roast beef of<br>Old England  | Chocolate molinollo  | Tutankhamun  |   | We could be heroes  | Barbecue blues  |
| PE                         | Games/Invasion<br>Games<br><br>Basketball                                   | Gymnastics<br><br>Futsal skills  | Athletics/Fitness<br>Circuits<br><br>Badminton             | Striking & Fielding<br>Games<br><br>Cricket/Tennis          | Dance/Aerobics<br>dance<br><br>Hockey   | Games/Outdoor<br>Games<br><br>Competitions  |
| RE                         | The Amrit Ceremony<br>& the Khalsa  | Christmas  | Jesus' Miracles  | Easter  | Sharing and<br>Community  | Prayer and<br>Worship   |
| PSHCE                      | New Beginnings -<br>Why do we need<br>rules?<br>Weeks 1-5                   | Getting on & Falling<br>out<br>Anti-Bullying week<br>Weeks 1-5           | Going for Goals<br>Weeks 1-3                               | Good to be Me<br>Weeks 1-6                                  | Relationships<br><br>Healthy Eating<br>week<br>Weeks 1-4                                  | Changes<br>Weeks 1-4  |
| SMSC:<br>British<br>Values | <b>Democracy and Rule<br/>of Law:</b> Democracy<br>for all<br>Weeks 6 and 7 | <b>Democracy:</b><br>Campaign to support<br>the crayons<br>Weeks 6 and 7 | <b>Rule of law:</b> Games<br>without rules<br>Week 4 and 6 | <b>Rule of law:</b> Games<br>without rules<br>Week 7        | <b>Individual Liberty<br/>and Respect for<br/>Diversity:</b> Plan to<br>be good<br>Week 5 | <b>Individual Liberty<br/>and Respect for<br/>Diversity:</b><br>Encouraging<br>differences<br>(Giraffes can't<br>dance)<br>Week 5<br>(Happy Feet)<br>Week 6 |

