



## Year 3 Holly Class – Long Term Plan

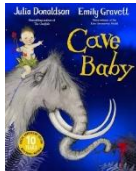
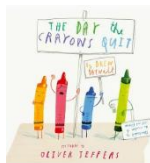
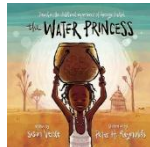
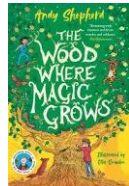
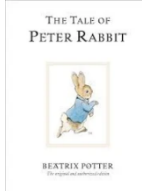


|                                           | Autumn 1                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                             |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic Theme                               | Stone Age – Iron Age                                                                                                                                                                                                                  |                                                                                                                                                                                                                                          | Water World                                                                                                                                                                                                                      | Walk like an Egyptian                                                                                                                                                                                                         | The Lake District                                                                                                                                                                                                                             | Passage to India                                                                                                                                                                                     |
| Literacy<br>Writing<br>Purpose<br>(genre) | <p><b>Writing to inform:</b><br/>Letter from Flat Stanley</p> <p><b>Writing to entertain:</b> Great Fire setting description</p>                                                                                                      | <p><b>Writing to entertain:</b><br/>Cave Setting description</p> <p><b>Writing to inform:</b><br/>Cave Baby diary entry</p>                                                                                                              | <p><b>Writing to entertain:</b><br/>Chapter of The Stolen Spear</p> <p><b>Writing to persuade:</b><br/>A letter from the crayons</p>                                                                                             | <p><b>Writing to entertain:</b><br/>Overcoming the monster story</p> <p><b>Writing to persuade:</b><br/>Saving water leaflet</p>                                                                                              | <p><b>Writing to entertain:</b><br/>Writing a myth story</p> <p><b>Writing to inform:</b><br/>Diary from the perspective of Seth</p>                                                                                                          | <p><b>Writing to entertain:</b> The wood where magic grows portal story</p> <p><b>Writing to inform:</b><br/>Diary from the perspective of Peter Rabbit</p>                                          |
| Notes about Focus Text                    | <p>Stanley is flattened and discovers unusual ways to use his new shape. Builds imagination, inference and character writing skills.</p> <p>A setting description of the Great Fire and its impact. Links to history and develops</p> | <p>A boy travels back to the Stone Age and learns about prehistoric life. Links to history and supports descriptive writing and comparisons.</p> <p>A cave baby explores outside and meets new friends. Develops character feelings,</p> | <p>A historical adventure involving a missing spear. Encourages prediction, inference and building suspense.</p> <p>Crayons write letters explaining why they are unhappy. Explores viewpoint, voice and persuasive writing.</p> | <p>George creates a strange medicine with surprising results. Develops vocabulary, humour and creative writing.</p> <p>A girl searches for clean water and shares her experience. Builds empathy and persuasive language.</p> | <p>Marcy solves challenges linked to Egyptian myths. Links to Ancient Egypt and develops inference skills and knowledge of myth stories.</p> <p>A funny adventure linked to Ancient Egypt. Encourages prediction and imaginative writing.</p> | <p>A magical adventure in an enchanted wood. Supports setting descriptions and imaginative writing.</p> <p>Peter ignores warnings and gets into trouble in a garden. Explores character choices,</p> |



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|                       | retrieval, sequencing and vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | dialogue and story structure.                                                         |                                                                                                                                          |                                                                                                   | Explains the discovery of Tutankhamun's tomb. Builds non-fiction reading skills and topic vocabulary.                                                                | consequences and traditional tales. |
| Focus Text            |             |                                                                                       |                                                                                                                                          |                                                                                                   |                                                                                                                                                                      |                                     |
| Further texts studied | Stone Age Boy<br>Cave Baby<br>The Stolen Spear<br>UG<br>The first drawing<br>Stone age beasts<br>Stone Age to Bronze Age<br>Stone Age tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The River<br>The Water Princess<br>All the water in the world<br>The drop in my drink | Marcy and the riddle of the sphinx<br>The boy who stole the pharaoh's lunch<br>The ancient Egypt sleepover<br>Meet the ancient Egyptians | Peter Rabbit and other Beatrix Stories<br>Beatrix and her bunnies<br>Mr Puddlebrush<br>The Grunts | Asha and the spirit bird<br>Rama and Sita<br>Incredible India<br>Where three oceans meet<br>Chapati moon<br>Bidal cooks Daal<br>Tales from India<br>Pattan's pumpkin |                                     |



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| <b>Oracy opportunities</b> | Focus poem – The sound collector<br><br>Experience – Murton park planned questions.                               | The Snowman – by David Reeves<br><br>Experience – performing poem in the show.                                | King of all the dinosaurs - Paul Cookson<br><br>Experience – Year2/3 performing poems to each other. | The River - Valerie Bloom<br><br>Experience – Open museum session – teaching parents all about the Ancient Egyptians | Focus poem – The quangle wangle's hat<br><br>Experience – open session for parents (children to read a piece of work outloud to them). | Olympic Granny – Kenn Nesbitt<br><br>Experience – Performing class poem to Y4 class. |
| <b>Numeracy</b>            | Place value<br>Addition & Subtraction                                                                             | Addition & Subtraction<br>Multiplication & Division                                                           | Multiplication & Division<br>Length & perimeter                                                      | Fractions<br>Mass & capacity                                                                                         | Fractions<br>Money<br>Time                                                                                                             | Shape<br>Statistics                                                                  |
| <b>Science</b>             | <b>Materials:</b> Rocks & soils (Chemistry)                                                                       | <b>Materials:</b> Rocks, soils & fossils (Chemistry)<br><br><b>Animals including humans</b> - Teeth (Biology) | <b>Animals including humans:</b> Skeleton, muscles and the digestive system (Biology)                | <b>Light &amp; Dark:</b> What is light? (physics)                                                                    | <b>Forces:</b> How do magnets work? (Physics)                                                                                          | <b>Plants:</b> How do plants grow? (Biology)                                         |
| <b>Geography</b>           |                                                                                                                   |                                                                                                               | <b>Rivers &amp; the water cycle</b><br>Why is water so important?                                    |                                                                                                                      | <b>The Lake District</b><br>How is the Lake district different/similar to where we live?                                               | <b>Chembakolli</b><br>How is Chembakolli different to where we live?                 |
| <b>History</b>             | <b>The Stone Age, Bronze Age &amp; Iron Age</b><br>What were the main changes from the Stone Age to the Iron Age? |                                                                                                               |                                                                                                      | <b>Ancient Egypt</b><br>What was life like in Ancient Egypt?                                                         |                                                                                                                                        |                                                                                      |



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| <b>Art and Design</b>      | <b>The art of Sculpture:</b><br>Prehistoric cave paintings clay tiles |                                                        | <b>The art of Drawing &amp; painting:</b><br>Hokusai                                                                                                                                  |                                                 |                                                               | <b>The art of Printing:</b><br>Indian designs & patterns                                          |
| <b>Design Technology</b>   |                                                                       | <b>Electrical systems:</b><br>Electric poster          |                                                                                                                                                                                       | <b>Food:</b><br>Egyptian Collars                | <b>Textiles:</b><br>Eating Seasonally                         |                                                                                                   |
| <b>PE</b>                  | Fitness<br>Ball skills                                                | Dance<br>Football                                      | Gymnastics<br>Netball                                                                                                                                                                 | Yoga<br>Swimming                                | Athletics<br>Swimming                                         | OAA<br>Swimming                                                                                   |
| <b>Computing</b>           | DL – Computer Systems and Networks – Connecting Computers             | IT – PowerPoint                                        | CS – Scratch                                                                                                                                                                          | CS – Crumble – Light Painting Project           | CS – Kodu                                                     | IT - 2DIY game                                                                                    |
| <b>Music</b>               | Hear it, play it! Exploring rhythmic patterns                         |                                                        | Painting pictures with sound                                                                                                                                                          |                                                 | Sing, play, notate!                                           |                                                                                                   |
| <b>French</b>              | A new start                                                           | Calendar & celebrations                                | Animals                                                                                                                                                                               | Carnivals & numbers                             | The hungry giant                                              | Going on a picnic/<br>Where I live                                                                |
| <b>RSHE - Wellbeing</b>    | <b>Me, my friends and belonging</b>                                   | <b>Mental Health and Wellbeing</b>                     | <b>Building healthy habits</b>                                                                                                                                                        | <b>Making choices online<br/>Jobs and Money</b> | <b>Keeping safe out and about</b>                             | <b>Looking out for each other<br/>Body parts and pants rule</b>                                   |
| <b>Religious Education</b> | Why are <b>words</b> so special?<br>Christianity / Hinduism           | Why are <b>places</b> special? Christianity / Hinduism | How can faith contribute to <b>Community</b> cohesion? Christianity / Sikhism<br>What can be learned from the lives of significant <b>people</b> of faith?<br>Christianity / Hinduism |                                                 | Why are some <b>times</b> special?<br>Christianity / Hinduism | How do I and others feel about life and the <b>universe</b> around us?<br>Christianity / Hinduism |



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|                                    | Autumn                                                            | Spring                                                                                        | Summer                                                |
|------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Educational visits in / out</b> | Murton Park - Stone Age trip<br>Barnsley museums - Stone Age trip | Yorkshire water – School visit<br>In school - Ancient Egyptians workshop (historic workshops) | Low Hall Wood – River studies trip                    |
| <b>Community Events</b>            | Christmas Fayre<br>Carol Concerts                                 | Spring Assembly                                                                               | Summer Fayre<br>Sports Day<br>Class fundraising event |