



**Long Term Skills Plan Overview Year 3**

Year 3											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
<b>Key question (Theme/Topic)</b>	Why is the UK a unique place to live?				What was the Stone age, Bronze Age and the Iron age?				Why is the Earth so special?		
<b>Trips</b>					Creswell Crags				TBC		
<b>English Mastery Text/s</b>	The BFG				The Iron Man				The Queen's nose		
<b>English text types</b>	Story Openings Character Descriptions Newspaper Reports Settings Informal Letters Formal Letters				Poetry Instructions Diaries Character Descriptions Narrative with Speech				Letters Alternative Narrative Non-Chronological Report Building Tension narrative Diary		
<b>SPAG skills</b>	Revision: Co-ordinating conjunctions (main clauses), subordinating conjunctions to extend sentences, nouns and pronouns, possessive apostrophes (this was more a depth skill in Y2...), expanded noun phrases, adjectives, apostrophes for contractions, sentence types – questions, commands, exclamation and statements, capital letters for proper nouns New to Y3: Relative pronouns, prepositions to express time place and cause, relative clauses to extend sentences, subordinate clauses, commas with subordinate clauses, reordering the subordinate clause, to use and punctuate direct speech with inverted commas, to organise paragraphs around a theme, fronted adverbials (time focus)				Revision: Questions, Imperative verbs, commands, past and present tense, subordinating conjunctions New to Y3: Fronted adverbials, rhetorical questions, adverbs to express time and cause, subordinate clauses, sentences with more than one clause, pronouns, adjectives to from fronted adverbials, adapting sentence structures, to use and punctuate and direct speech				Revision: Sentence types – statement, command, question, synonyms, adjectives, nouns, verbs, adverbs, punctuation – full stops, question marks New to Y3: Rhetorical questions (title not concept), subordinating conjunctions and using a comma to separate clauses, to organise paragraphs around a theme, fronted adverbials, pronouns, headings and subheadings/ organisational devices, subordinate clauses, main clauses, complex sentences, - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, pronouns and varied sentence openers to aid cohesion, use and punctuate direct speech, using the present perfect form of verbs in contrast to the past tense		
<b>Mathematics (Maths Mastery)</b>	<b>Unit 1:</b> Number sense and exploring calculation strategies <b>Unit 2:</b> Place Value <b>Unit 3:</b> Graphs		<b>Unit 4:</b> Addition and subtraction <b>Unit 5:</b> Length and perimeter		<b>Unit 6:</b> Multiplication and division <b>Unit 7:</b> Deriving multiplication and division facts		<b>Unit 8:</b> Time <b>Unit 9:</b> Fractions		<b>Unit 10:</b> Angles and shape <b>Unit 11:</b> Measures		<b>Unit 12:</b> Securing multiplication and division <b>Unit 13:</b> Exploring calculation strategies and place value
<b>R.E</b>	<b>UC Creation/Fall (core learning): 2A.1</b>  <i>What do Christians learn from the Creation story?</i>	<b>UC People of God: 2A.2</b> (including C&S Marriage)  <i>What is it like to follow God?</i>	<b>UC Incarnation (core learning): 2A.3</b> (including C&S Baptism & Visitors)  <i>What is the Trinity?</i>	<b>C&amp;S Hinduism</b> <i>Where is your special place?</i>	<b>C&amp;S Judaism</b> <i>Why is the Synagogue the heart of the community?</i>	<b>UC Salvation (core learning): 2A.5</b>  <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	<b>UC Kingdom of God (core learning): 2A.6</b>  <i>When Jesus left, what was the impact of Pentecost?</i>	<b>Sikhism</b> <i>How would you recognise a Gurdwara?</i>	<b>C&amp;S Confirmation</b> <i>What does Confirmation mean to us? C&amp;S</i>	<b>C&amp;S Islam</b> <i>What is a Mosque and why is this a special place?</i>	
<b>Science</b>	<b>Health and Movement</b>				<b>Rocks and Fossils</b>		<b>How Plants Grow</b>		<b>Forces and Magnets</b>		<b>Light and Shadow</b>
<b>To work scientifically (Practical experiments)</b>	<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>										

	<ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
<b>History</b>		<b>A local history study - Mining</b> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	<b>Changes in Britain from the Stone Age to the Iron Age</b> Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture			
<b>Geography</b>	<b>Landscapes of the UK</b> Name and locate counties and cities of the United Kingdom. Identify on a map, key topographical features (including hills, mountains, coasts, river) and land use-patterns (urban and rural) and how these have changed over time. Understand geographical similarities and differences between Barnsley and a coastal town in another region of the UK Give reasons for why people might live in different areas of the country. Describe and understand key aspects of physical geography, including: rivers and mountains, the vegetation belt which the UK falls in.				<b>Landscapes of the world</b> Describe and understand the key aspects of physical geography, including: climate zones, volcanoes and earthquakes. Identify the position of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian.  Describe and understand the key aspects of the human geography in the world including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
<b>Art</b>	<b>Telling Stories Through Drawing &amp; Making</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.			<b>Gestural Drawing with Charcoal</b> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<b>Cloth, Thread, Paint</b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	
<b>DT</b>		<b>Designing and making purses</b> Evaluating products. Designing and making purses using a range of fastenings. .	<b>Comparing, Designing, Making and Evaluating Bread.</b> 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.			<b>Shadow puppets</b> Evaluating puppets from different cultures. Moving parts, translucent materials.
<b>Music</b>	<b>Unit:</b> Let Your Spirit Fly <b>Style of main song:</b> RnB <b>Unit Theme:</b> RnB and other styles	<b>Unit:</b> Glockenspiel Stage 1 <b>Style of main song:</b> N/A <b>Unit Theme:</b> Exploring & developing playing skills	<b>Unit:</b> Three Little Birds <b>Style of main song:</b> Reggae <b>Unit Theme:</b> Reggae and animals		<b>Unit:</b> The Dragon Song <b>Style of main song:</b> A Pop song that tells a story <b>Unit Theme:</b> Music from around the world, celebrating our differences and being kind to one another	<b>Unit:</b> Bringing Us Together <b>Style of main song:</b> Disco <b>Unit Theme:</b> Disco, friendship, hope and unity

<b>P.E</b>	<b>Games Unit 1 (Year 3)</b> Ball skills- invasion focus  <b>Athletics Unit 1 (Year 3)</b>	<b>Outdoor and Adventurous Activities (Year 3)</b>  Trails/Problem solving/Team building/Orienteering  <b>Games Unit 2 (Year 3)</b> Creative games making	<b>Dance Unit 1 (Year 3)</b> Who am I?  The language of dance  <b>Gymnastics Unit L (Year 3)</b> Stretching, curling and arching	<b>Gymnastics Unit M (Year 3)</b> Symmetry and asymmetry  <b>Dance Unit 2 (Year 3)</b> The Explorers  The Hornpipe	<b>Games Unit 3 (Year 3)</b> Net/Caught/Wall games  <b>Games Unit 4 (Year 3)</b> Striking/Fielding games	<b>Athletics Unit 2 (Year 3)</b>  <b>Practise for Sports Day</b>  <b>Sports Day</b>
<b>Computing</b>		<b>Online Safety Learning</b> Online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media	<b>Top trumps databases</b> Understanding and using databases	<b>Emailing</b> With attachments and cyberbullying	<b>Programming: Scratch</b> Programming apps	<b>Journey inside a computer</b> Inputs/outputs and purpose
<b>PSHE</b>	<b>Keeping/Staying Safe</b> – Leaning out of Windows	<b>Keeping/Staying Healthy</b> – Medicine	<b>Relationships</b> – Touch	<b>Being Responsible</b> – Stealing  <b>Feelings and emotions</b> – Grief	<b>Computer Safety</b> – Making Friends Online	<b>Our World</b> – Looking After Our World
<b>Languages</b>	<b>Greetings, Pets, Understanding instructions, Alphabet, Numbers 1 to 20, Colours, Family members , Sport, Giving my opinion</b>					