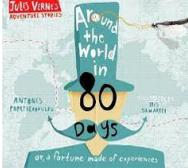
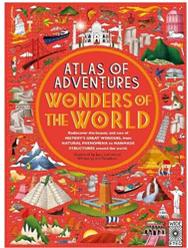
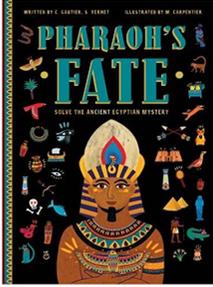
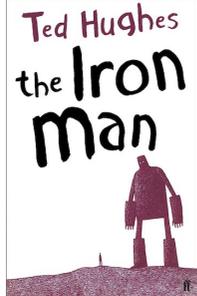
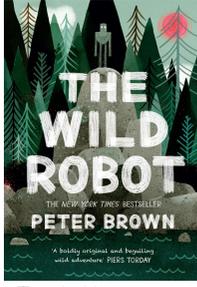
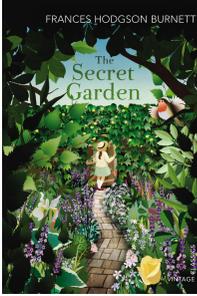
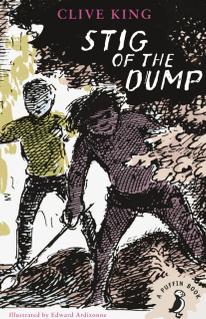
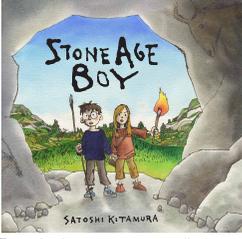
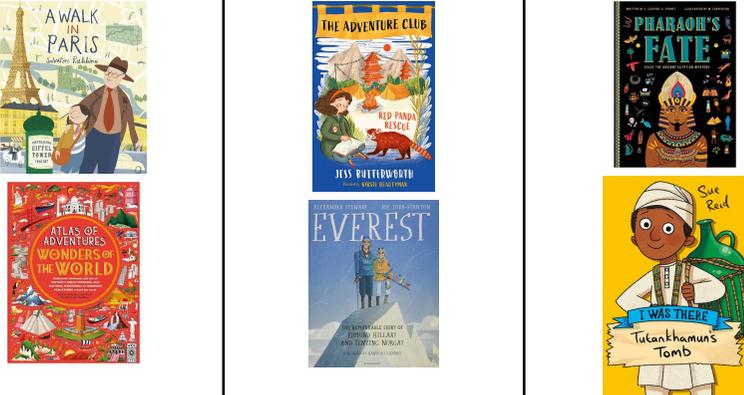
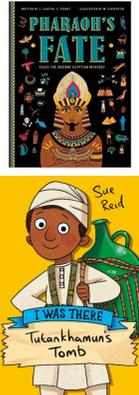
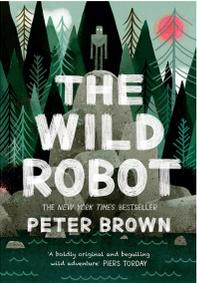
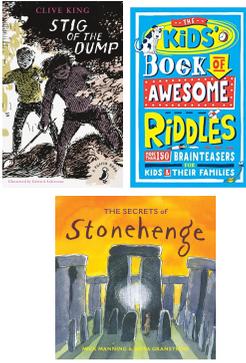


PORTWAY JUNIOR SCHOOL – Y3 Long Term Plan 2022-2023

| | Autumn 1 Around the World: Europe | Autumn 2 Around the World: Nepal | Spring 1 Ancient Discoveries | Spring 2 Mighty Metals | Summer 1 In Bloom | Summer 2 Back to the Beginning (Stone Age to Iron Age) |
|----------------------------|---|---|---|--|---|--|
| <p>English outline</p> |  <p>Teach: Recount (details of the story)</p> <p>Drop-in: Letter (One character to a friend)</p> <p>Reading: Clarify</p>  <p>Teach: Information Writing (Landmarks) - About a fantasy location (Atlantis picture)</p> <p>Drop-in: Recount (Europe Day)</p> <p>Reading: Inference and monitor & summarise</p> |  <p>Teach: Descriptive narrative</p> <p>Drop-in: Setting description</p> <p>Reading: respond/ explain and monitor/summarise</p>  <p>Teach: Non-Chronological Report linked to text (Red Pandas/ The Environment)</p> <p>Drop-in: Letter from Tilly to mum about adventure so far</p> <p>Reading: Language for Effect and Select/Retrieve</p> |  <p>Teach: Persuade - Marcy's letter to persuade others to conquer their fears and try something they're afraid of.</p> <p>Drop-in: Narrative (write the ending to M&ROTS)</p> <p>Reading: Inference and respond and explain</p>  <p>Teach: Instructions. How to Mummify (link to p12-16)</p> <p>Drop-in: Recount (finding the Pharaoh's Tomb)</p> <p>Reading: Respond/Explain</p> |  <p>Teach: Diary Entry (an Iron Man appears)</p> <p>Drop-in: Persuasive letter Iron Man to go to the scrapyard</p> <p>Reading: Language for effect and clarify</p>  <p>Teach: Narrative - continuation of the story</p> <p>Drop-in: Setting description</p> <p>Reading: Inference and Monitor/Summarise</p> |  <p>Teach: Persuasive Letter to persuade Colin to go outside.</p> <p>Drop-in: Diary Entry (Recount finding a secret garden)</p> <p>Reading: Inference and Themes and conventions</p>  <p>Teach: Narrative (Boxed up story version of Door for own flower creature)</p> <p>Drop-in: Non-Chronological Report about fictional flower creature.</p> <p>Reading: Inference and Select/Retrieve</p> |  <p>Teach: Non-Chronological Report (about Stone Age)</p> <p>Drop-in: Instructions How to make a Stone Age camp/ light a fire</p> <p>Reading: Summarise and Respond/Explain</p>  <p>Teach: Instructions (how to care for a Stig)</p> <p>Drop-in: Narrative, create and meet Stig</p> <p>Reading: Inference and Select/Retrieve</p> |

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| <p>Guided Reading outline</p> |  |  |  |  |  |  |
| <p>Maths outline</p> | <p>Number: Place value (3wks)</p> <p>Number: addition and subtraction (3wks)</p> | <p>Number: addition and subtraction (2wks)</p> <p>Number: multiplication and division (4wks)</p> | <p>Number: multiplication and division (3wks)</p> <p>Measurement: Length and Perimeter (3wks)</p> | <p>Number: Fractions (3wks)</p> <p>Measurement: Mass and capacity (3wks)</p> | <p>Number: Fractions (2wks)</p> <p>Measurement: Money (2wks)</p> <p>Measurement: Time (2wks)</p> | <p>Measurement: Time (1 wk)</p> <p>Geometry: Properties of shapes (2wks)</p> <p>Statistics (2wks)</p> |
| <p>Science outline</p> | <p>Science Animals including humans</p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Rocks and soil</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognize that soils are made from rocks and organic matter.</p> | <p>Short Science Unit: Forces (Friction)</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> | <p>Magnets</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Magnetic forces are affected by:</p> <ul style="list-style-type: none"> -Magnet strength -Object mass -Distance from object -Object material <p>Describe magnets as</p> | <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers .</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil & room to grow) and how they vary from plant to plant.</p> <p>investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Light and Shadows</p> <p>Recognize that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognize that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognize that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p> |

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| | | | | having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | |
| History | | | Ancient Discoveries Focus on Ancient Egypt Characteristic features, similarity and difference, connections. | | | Changes in Britain from the Stone Age to the Iron Age Characteristic features, cause and consequence, connections |
| Geography | <p>Europe Study Locate and name the countries, capital cities and major rivers of the British Isles and key topographical features -hills, mountains, coast rivers, national parks</p> <p>Locate and name Russia, France, Germany, Spain, Italy, Greece, UK and Poland and their capital cities on maps</p> <p><i>Work with: aerial photographs, oblique and bird's eye views, games with maps and globes, internet based maps</i></p> <p>Compare the school's locality with a school and its locality in Europe (looking at both physical and human characteristics)</p> | <p>Nepal</p> <p>Rivers and mountains?</p> <p>Lesson 1:Locate and name the continents and oceans on a world map where is Nepal?</p> | <p>The River Nile Describe and understand key aspects of rivers</p> <p>The River Nile and it's necessity to life in Egypt.</p> <p><i>Work with: Large scale Ordnance Survey maps (1:1250. 1:2500) of Egypt & aerial photographs,</i></p> | | <p>Local Area Draw plans and simple maps which include appropriate symbols</p> <p>Make maps of small areas - classroom, garden</p> <p>Give directions using 4 cardinal points - begin using 8 cardinal points</p> <p>Use 4 figure grid references</p> <p>Work with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000 internet based maps</p> | <p>History Linked Understand why people in the Stone Age and the Iron Age settled in this area</p> |

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| Art | <p>Self Portraits</p> <p>Show patterns and textures in sketching using scumbling and smudging techniques</p> <p>Use a range of materials to draw including: different shades of pencils, oil pastels and digital drawing (Paint/ActivInspire).</p> <p>Architect Study Gustave Eiffel</p> | <p>?</p> <p>Experiment with different effects and textures such as: blocking in colour, washes and thickened paint</p> <p>Start to explore the colour wheel (split into 3 primary sections)</p> <p>Mix black and white to paints to make tints and tones</p> | | <p>Iron Men Junk Modelling</p> <p>Plan, design and experiment with making life size models with evidence in sketchbooks</p> <p>Artist Study ???</p> | <p>Nature in Art</p> <p>Use a range of materials to draw including: different shades of pencils, oil pastels and digital drawing (Paint/ActivInspire)</p> <p>Artist Study Artists & craft makers inspired by nature:</p> <ul style="list-style-type: none"> • Gustav Klint • Piet Mondrian, • George Surat • William Morris | <p>?</p> <p>Make own printing blocks using different materials and prints of two or more primary colours</p> |
| Music | <p>Composer Study? Music unit: In the Hall of the Mountain King by Edvard Grieg</p> <p>Hampshire Dance Tunes Shatwell and Sartin</p> <p>Sing a range of songs in unison as a whole class and in groups including call-and-response</p> | <p>Music unit: Christmas is Coming</p> <p>Sing a range of songs in unison, as a whole class and in groups, including call and response.</p> | <p>Ukulele Lessons</p> <p>Be introduced to staff notation including note value through the use of Boomwackers and coloured notation</p> <p>Play from notation a range of 8 beat rhythms in unison and in two parts.</p> | <p>Ukulele Lessons</p> <p>Modern Composer Study?</p> | <p>Composer Study Vivaldi - Four Seasons (Pre 20th century & topic linked)</p> <p>Music unit: Our School Rap</p> | <p>Music unit: Mystic Moments</p> <p>Use a variety of untuned percussion instruments to compose and evaluate simple rhythms.</p> <p>Use percussion notation to show composed rhythms and play pre-transcribed rhythms in simple time signatures (4:4, 2:4 etc)</p> <p>Listen to and appreciate a range of 'ancient' music e.g. Monastic choral, 'oral tradition' folk music linked to History topic work</p> |
| D.T. | | <p>Rectangular wooden frame constructions (could include computer aided design) Christmas photo frame</p> | | <p>Wheels, axis, chassis and bearings (could include computer aided design) Link to iron man model?</p> | | <p>Blocked Project: Fruit Stew</p> <p>Food activity: safety & hygiene, grating, chopping, mixing & cooking</p> |
| P4C | | | | | | |

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| Computing | <p>Familiarisation with Desktop PC</p> <p>Computer systems & networks: Connecting Computers</p> <p>To explain how digital devices function.</p> <p>To identify input and output devices.</p> <p>To recognise how digital devices can change the way we work.</p> <p>To explain how a computer network can be used to share information.</p> <p>To explore how digital devices can be connected .</p> <p>To recognise the physical components of a network.</p> | <p>Creating media: Animation</p> <p>To explain that animation is a sequence of drawings or photographs.</p> <p>To relate animated movement with a sequence of images.</p> <p>To plan an animation.</p> <p>To identify the need to work consistently and carefully.</p> <p>To review and improve an animation.</p> <p>To evaluate the impact of adding other media to an animation.</p> | <p>Creating Media: Desktop Publishing</p> <p>To recognise how text and images convey information.</p> <p>To recognised that text and layout can be edited.</p> <p>To choose appropriate page settings</p> <p>To add content to a DTP program.</p> <p>To consider how different layouts can suit different purposes.</p> <p>To consider the benefits of DTP.</p> | <p>Programming - Sequences in Music</p> <p>To explore a new programming environment.</p> <p>I can identify that each sprite is controlled by the commands I choose.</p> <p>To explain that a program has a start.</p> <p>To recognise that a sequence of commands can have an order.</p> <p>To change the appearance of my project.</p> <p>To create a project from a task description.</p> <p>To adapt a program to a new context.</p> <p>To develop my program by adding features.</p> | <p>Data & Information: Databases</p> <p>To create questions with yes/no answers.</p> <p>To identify the object attributes needed to collect relevant data.</p> <p>To create a branching database.</p> <p>To identify objects using a branching database.</p> <p>To explain why it is helpful for a database to be well structured.</p> <p>To compare the information shown in a pictogram with a branching database.</p> <p>To recognise that text and layout can be edited.</p> | <p>Programming - Events and Actions</p> <p>To explain how a sprite moves in an existing project.</p> <p>To create a program to move a sprite in 4 directions.</p> <p>To adapt a program to a new context.</p> <p>To develop my program by adding features.</p> |
| P.D.L. | <p>Relationships</p> <p>Families and Friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p> | | <p>Living in the Wider World</p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p> | | <p>Health and Wellbeing</p> <p>Physical health and mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p> | |
| R.E. | <p>God Talk (Christianity)</p> | <p>Holy (Christianity)</p> <p>Mary Mother of God - Christmas</p> <p>W KS2 Mary (Holy) ...</p> | <p>Belief (Judaism)</p> | <p>Suffering (Christianity)</p> <p>- Key events of Holy Week - Easter</p> <p>Easter Planning</p> | <p>Message (Christianity)</p> <p>Jesus' Parables</p> <p>W Y3 - Stories_with_m...</p> | <p>Sacred Place (Christianity/Judaism) - Places of worship</p> <p>W KS2 Sacred places ...</p> |
| P.E. | <p>Yoga/pilates</p> <p>Multiskills</p> | <p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Tri Golf</p> | <p>Dance (Egyptian)</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Develop flexibility, strength, technique, control and balance.</p> | <p>Basketball</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Fitness</p> | <p>Athletics</p> <p>Use running, jumping, throwing & catching in isolation and combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Orienteering</p> <p>Take part in outdoor and adventurous activity challenges</p> | <p>Athletics</p> <p>Use running, jumping, throwing & catching in isolation and combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Striking and Fielding</p> <p>Use running, jumping, throwing & catching in isolation and combination.</p> |

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| | | | Volleyball | | both individually and within a team. | |
| French | J'apprends le Français - I am Learning French | Les Salutations - Greetings | Les couleurs et les nombres Colours & Numbers | Les Animaux - Animals | Petit Chaperon Rouge - Little Red Riding Hood | Les Glaces - Ice Creams |
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