Year 3 long term plan

Eynsham Community
Primary School
Everybody Learning, Every Day.

Speaking & Listening Objectives
(Across Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication to others
- select and use appropriate registers for effective communication

Year 3 – English Curriculum

New National Curriculum Objectives to be taught across years 3 and 4

Reading objectives

Comprehension

Children should be taught to:
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Word Reading

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Writing objectives

Composition

Children should be taught to:
Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.

Handwriting

Children should be taught to:

	▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **<u>Spelling</u>** **Children should be taught to:** ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Grammar and Punctuation Objectives

Pupils should be taught to:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Formation of **nouns** using a range of **prefixes**, such as super–, anti–, auto– Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning. (for example, solve, solution, solver, dissolve, insoluble)	Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. *when, if, because, although* Expressing time and cause using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so), or **prepositions** (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Introduction of inverted commas to punctuate **direct speech** Colon before a list e.g. *What you need:* Ellipses to keep the reader hanging on Use of commas after fronted adverbials (e.g. *Later that day, I heard the bad news.)*	**word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, direct speech, consonant, letter, vowel** NB. All terms in bold should be understood (see Glossary for meanings)

Text Structure Narrative	Sentence Construction	Word / Language	Terminology
Consolidate Year 2 list **Introduce:** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid **Telling stories/ Drama:** Tell stories based on own experience and oral versions of familiar stories. Include dialogue to set the scene and present characters. Vary voice and intonation to create effects and sustain interest. Sequence events clearly and have a definite ending. Explore relationships and situations through drama. **Character:** Identify examples of character telling the story in the 1st person. Make deductions about characters' feelings, behavior and relationships based on descriptions and their actions in the story. Identify examples of stereotypical characters. Make judgments about a character's actions, demonstrating empathy or offering alternative solutions to a problem. **Dialogue:** Analyse the way that the main character(s) usually talk(s). Look for evidence of the relationship between characters based on dialogue.	**Consolidate Year 2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** *A few days ago, we discovered a hidden box.*	**Consolidate Year 2 list** **Introduce:** **Prepositions** *Next to by the side of* *In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent,*	<u>**Consolidate:**</u> **Punctuation** - **Finger spaces** - **Letter** - **Word** - **Sentence** - **Statement question exclamation Command** - **Full stops** - **Capital letter** - **Question mark** - **Exclamation mark** - Speech bubble

Use conventions for written dialogue. Include dialogue that shows the relationship between two characters. **Settings:** Settings are used to create atmosphere. Look at examples of scene changes which move the plot on, relieve or build up tension. **Story structure:** Identify common, formal elements in story openings and endings. Plan opening around character(s), setting, time of day and type of weather. Identify typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Write a complete story with a full sequence of events in narrative order: **Extended vocabulary** to introduce 5 story parts: **Introduction –** should include detailed description of setting or characters. **Build-up –** build in some suspense towards the problem or dilemma. **Problem / Dilemma –** include detail of actions / dialogue. **Resolution -** should link with the problem. **Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. **Paragraphs** to organise ideas into each story part **Viewpoint:** Notice the difference between 1st and 3rd person accounts.	***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air* **Compound sentences (Coordination)** using conjunctions: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences** **(Subordination)** with range of subordinating conjunctions **(See Conjunctions and Sentence Signposts doc.)** -**'ing' clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* **Drop in a relative clause using: who/whom/which/whose/**	*unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.* *Drops of rain pounded on the corrugated, tin roof.* ***Nouns formed from* prefixes**	• **'Speech marks'** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3 - description** **Singular/ plural Suffix** **Adjective / noun / Noun phrases Verb / adverb** Bossy verbs **Tense (past, present, future)** Connective Generalisers

Take part in dramatised readings, using different voices for the narrator and main characters.	**that** e.g.	**e.g. *auto... super...anti...***	Alliteration
Use either 1st or 3rd person consistently in writing.	*The girl, **whom** I remember, had long black hair.*		Simile – 'as'/ 'like'
Recognise that authors use different techniques to provoke reader's reactions.	*The boy, **whose** name is George, thinks he is very brave.*	**Word Families based on common words**	
Non-Fiction			
(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)	*The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction.*	**e.g. *teacher – teach,***	**Introduce:**
Introduce:		*beauty – beautiful*	**Word family Conjunction**
Secure use of planning tools:	**Sentence of 3 for description** e.g.		**Adverb Preposition Direct speech**
e.g. Text map, washing line, 'Boxing –up' grid, story grids	*The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*		**Inverted commas Prefix**
Paragraphs to organise ideas around a theme			**Consonant/V owel**
Introduction Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?*		**Use of determiners a or an according to whether next word begins with a vowel**	**Clause Subordinate clause**
Why….? When….? How….?	*Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*		Determiner Synonyms Relative clause
Middle Section(s)			Relative pronoun
Group related ideas /facts into paragraphs			Imperative
Sub headings to introduce sections / paragraphs	**Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!*	**e.g. *a rock, an open box***	Colon for instructions
Topic sentences to introduce paragraphs Lists of steps to be taken	**Topic sentences to introduce non-fiction paragraphs** e.g.		
Bullet points for facts	*Dragons are found across the world.*		
Flow diagram			
Develop Ending	**Dialogue –powerful speech verb**		
Personal response			

Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause e.g**. *I have written it down so I can check what it said.* **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*	e.g. *"Hello," she whispered.*		

Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation

Year 3 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – Place Value Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100			**Number – Addition and Subtraction** Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					**Number – Multiplication and Division** Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.			

Year 3 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.			Measurement – money Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.		Measurement – length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.			Number – fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.		Consolidation

Year 3 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – fractions Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$] Solve problems that involve all of the above.			Measurement – time Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].			Geometry – properties of shape Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.		Measurement – mass and capacity Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).			Consolidation

Science long-term planning: Year 3

Biology

Autumn   Spring   Summer

Working scientifically

Ongoing throughout year

• Ask relevant questions.

• Set up simple, practical enquiries and comparative and fair tests.

• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.

• Gather, record, classify and present data in a variety of ways to help in answering questions.

• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

• Identify differences, similarities or changes related to simple, scientific ideas and processes.

• Use straightforward, scientific evidence to answer questions or to support their findings.

Plants

• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.

• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

• Investigate the way in which water is transported within plants.

• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals and humans

• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

• Construct and interpret a variety of food chains, identifying producers, predators and prey.

• Identify that humans and some animals have skeletons and muscles for support, protection and movement.

• Describe the simple functions of the basic parts of the digestive system in humans.

• Identify the different types of teeth in humans and their simple functions.

evolution and inheritance

• *Identify how plants and animals, including humans, resemble their parents in many features.*

• *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*

• *Identify how animals and plants are suited to and adapt to their environment in different ways.*

Chemistry: Investigating materials

materials

Rocks and soils

• Compare and group together different kinds of rocks on the basis of their simple, physical properties.

• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).

• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

• Recognise that soils are made from rocks and organic matter.

Physics:

Movement, forces and magnets

• 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 and attract some materials and not others.

• 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.

• Describe magnets as having two poles.

• Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light	
	• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.

Art and Design long-term plans: Year 3 and 4

Skills	Media	
To develop ideas	n/a	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
To master techniques	Painting	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
	Collage	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
	Sculpture	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
	Drawing	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
	Print	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.

	Textiles	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
	Digital media	• Create images, video and sound recordings and explain why they were created.
To take inspiration from the greats (classic and modern)		• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

To code (using Scratch)	Motion	• Use specified screen coordinates to control movement.
	Looks	• Set the appearance of objects and create sequences of changes.
	Sound	• Create and edit sounds. Control when they are heard, their volume, duration and rests.
	Draw	• Control the shade of pens.
	Events	• Specify conditions to trigger events.
	Control	• Use IF THEN conditions to control events or objects.
	Sensing	• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
	Variables and lists	• Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables.
	Operators	• Use the Reporter operators () + ()

		() - ()
		() * ()
		() / ()
		to perform calculations.
To connect		• Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.
To communicate		• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
To collect		• Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Skill	Context	
To master practical skills	Food	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
	Materials	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
	Textiles	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.

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	Electricals and electronics	• Create series and parallel circuits
	Computing	• Control and monitor models using software designed for this purpose.
	Construction	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.
	Mechanics	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
To design, make, evaluate and improve		• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.
To take inspiration from design throughout history		• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices.

		• Disassemble products to understand how they work.

Geography long term planning: Year 3

Autumn   Spring   Summer

To investigate places	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate patterns	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and

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<tr>
<td style="background-color:green;"></td>
<td>Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

• Describe geographical similarities and differences between countries.

• Describe how the locality of the school has changed over time.</td>
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<tr>
<td>To communicate geographically</td>
<td>**Throughout all geography lessons**

Describe key aspects of:

• **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

• **human geography**, including: settlements and land use.

• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</td>
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History long-term planning: Year 3

Autumn   Spring   Summer

To investigate and interpret the past	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries.

	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
To communicate historically	• Use appropriate historical vocabulary to communicate, including:

	• dates
	• time period
	• era
	• change
	• chronology.
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Music long-term planning: Year 3 and 4

To perform	• Sing from memory with accurate pitch.
	• Sing in tune.
	• Maintain a simple part within a group.
	• Pronounce words within a song clearly.
	• Show control of voice.
	• Play notes on an instrument with care so that they are clear.
	• Perform with control and awareness of others.
To compose	• Compose and perform melodic songs.
	• Use sound to create abstract effects.

	• Create repeated patterns with a range of instruments.
	• Create accompaniments for tunes.
	• Use drones as accompaniments.
	• Choose, order, combine and control sounds to create an effect.
	• Use digital technologies to compose pieces of music.
To transcribe	• Devise non-standard symbols to indicate when to play and rest.
	• Recognise the notes EGBDF and FACE on the musical stave.
	• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
To describe music	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
	• Evaluate music using musical vocabulary to identify areas of likes and dislikes.
	• Understand layers of sounds and discuss their effect on mood and feelings.

Religious Education long-term planning: Year 3 and 4

To understand beliefs and teachings	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.
To understand practices and lifestyles	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.
To understand how beliefs are conveyed	• Identify religious symbolism in literature and the arts.
To reflect	• Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.
To understand values	• Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions.
	• Discuss and give opinions on stories involving moral dilemmas.

Modern Foreign Languages (French): Year 3 and 4

To read fluently	• Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.
To write imaginatively	• Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.
To speak confidently	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
To understand the culture of the countries	• Describe with some interesting details some aspects of countries or communities where the language is spoken.

in which the language is spoken	• Make comparisons between life in countries or communities where the language is spoken and this country.