



Year 3 Long term Scheme of Work

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	World Explorers Driver Subject: Geography	Rock Detectives Driver Subject: Science	Antarctic Explorers Driver Subject: Geography	The Rotten Romans Driver Subject: History	Saving the Rainforest Driver Subject: Science	How different are Humans and Animals? Driver Subject: Science
Values	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Mutual Respect	Democracy	Rule of Law	Individual Liberty	Democracy	Tolerance
Stunning Start (DfE Activity Passport link)	Produce Rubbings for Fossils	Go Stone Skimming	Create an Antarctic Mosaic	Take Part in a Roman Banquet	Go on a Nature Walk to find different trees.	Presentation about your Favourite Animal Character
English (Writing)	The King Who Banned the Dark The Little Island	Stone Age Boy The Boy with the Bronze Axe	Into the Forest The Lost Happy Endings	The Romans Gods Emperors and Dormice	The Great Kapok Tree	Fantastic Mr Fox
Writing Outcomes	-Persuasive Posters -Persuasive letter - Narrative -Fact file (Volcanoes)	-Setting description - Diary (First Person) - Instructional writing – How Stone Age people hunt for food / making rudimentary tools - Comparative Writing modern age versus today Factfile (Past and Present Tense)	-Playscript -Persuasive Letter - Narrative	- Comic strip - Non-Chronological Report - Persuasive Writing (To the Gods)	- Report (Deforestation Presentation) - Extension of a narrative - Poetry	- Diary Entry - Instructional Writing - Character Description

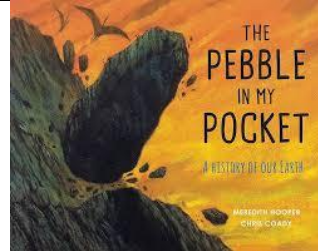
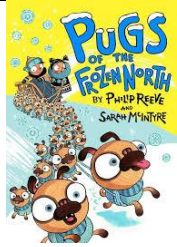


Year 3 Long term Scheme of Work

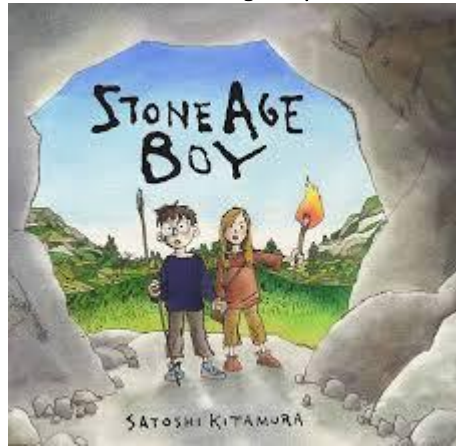
					Report / Balanced	
SPaG Focus	Nouns and Pronouns for Clarity Consonants and Vowels Suffixes – ly Present Tense Subordinate Clauses (Persuasive Letters)	Adjectives A or An Prefixes: Super, Anti and auto Past Tense Apostrophes	Verbs Compound Nouns Prefixes: dis, mis, un Subordinating conjunctions Inverted commas	Adverbs – time, place and cause Prefixes: in- Suffixes: ation Coordinating conjunctions Organisational Devices (headings and subheadings) - Via reading model and shared writing	Prepositions Prefixes: re, sub, inter Suffixes beginning with vowels Time conjunctions Paragraphs	Homophones Suffixes – ous Word Families Place and Cause conjunctions
Additional Core books	Quil Soup How the stars came to be	The Secret of Stone Henge Cave Babies Horrible Histories The History Detectives - Stone age to Iron Age Stone age to bronze age prehistoric explorer	Poles Apart Lost and Found Antarctica – Gabrielle Walker	Escape from Pompei See inside Ancient Rome	One day in our Blue Planet – The Oceans Up in the Canopy There's a Rang-Tan	
Destination Reader	Pugs of the Frozen North	The Pebble in my Pocket	Ice Palace	Romans on the Rampage	The Boy who Grew Dragons	Oliver and the Seawigs

Year 3

Long term Scheme of Work



Stone Age Boy



I was there: Boudica's Army





Year 3 Long term Scheme of Work

Maths

Number – Place Value within 1000

This unit builds on children's work in Year 2 on 2-digit numbers. This unit is essential for the work in the rest of this year when they look at the four rules of number, fractions and measure. In the next unit, children move on to adding and subtracting 3-digit numbers. Before they start this unit, it is expected that children:

- know that a 2-digit number is made up of 10s and 1s
- can represent 2-digit numbers in different ways, such as with base 10 equipment, place value grids and counters, part-whole models and number lines
- can find 1 and 10 more and less than a 2-digit number
- can compare and order 2-digit numbers
- know where a 2-digit number lies on a number line.

Number – Addition and Subtraction (1)

This unit builds upon the previous work children have done on place value within 1,000. It is essential they have an understanding of this concept as it will make this unit much simpler to grasp. The main focus of this unit is on mental strategies for addition and subtraction, before moving on to more formal methods in the next unit. Developing these strategies at an early stage will help children in the future to take a step back from a problem and decide the best method and strategy to solve it. This unit also develops children's reasoning and justifying skills, which they are developing throughout the year. Before they start this unit, it is expected that children:

- know the value of each digit in a 3-digit number
- know how to represent a number using place value equipment
- can partition a number as an addition or on a part-whole model, including partitioning flexibly
- know the location of a number on a number line
- know how parts and wholes are related in additions and subtractions.

Number – Addition and Subtraction (2)

In this unit, children build on previous learning to add and subtract numbers with up to three digits. They begin by using

Number – Multiplication and Division (3)

In this unit children develop their understanding of the multiplicative properties of numbers. This unit follows their learning about multiplication and division and precedes their work on length and perimeter. Before they start this unit, it is expected that children:

- are familiar with different concrete and visual representations for multiplying by 2, 3, 4, 5 and 10
- can share and group numbers that occur in the 2, 3, 4, 5 and 10 times-tables, making links between the 2 and 4 times-tables and the 4 and 8 times-tables
- can solve problems involving multiplication and division
- can solve division problems leading to remainders.

Measurement – Length and Perimeter

This unit builds on previous units on number, in particular Unit 1: Place value within 1,000 and Units 2 and 3: Addition and subtraction (1) and (2). Children will apply their knowledge of number in the context of length by measuring, comparing and ordering. They will also add, subtract, multiply and divide measurements of length as well as calculating perimeters of 2D shapes. Children will have the opportunity to transfer these skills to other forms of measurement in Unit 9: Mass and Unit 10: Capacity. Before they start this unit, it is expected that children:

- can count reliably in steps of 1, 2, 5 and 10
- know number bonds to 100 for multiples of 10
- can carry out addition and subtraction for 2- and 3-digit numbers
- can compare and order 2- and 3-digit numbers.

Number – Fractions (2)

In this unit, children will learn to add and subtract two or more fractions with the same denominator, answering questions in more than one way and comparing the efficiency of each method. They will develop their understanding of solving fraction problems and will learn to solve problems involving fractions of an amount. They will use bar models and other representations to help them to find a unit fraction of an amount and then to find any fraction of an amount. Children will be able to use this knowledge to reason and problem solve – for example, finding the whole if they know a part. Before they start this unit, it is expected that children:

- understand how to make a whole out of two fractional parts
- understand unit and non-unit fractions
- understand fractions as a number
- can find $\frac{1}{2}$ and $\frac{1}{4}$ of an amount
- can use a bar model to represent problems
- understand the concept of equal parts.

Measurement – Money

In this unit, children will apply their knowledge of addition and subtraction to solve number problems involving money, including across a whole pound. In the subsequent units, contexts involving money



Year 3 Long term Scheme of Work

	<p>place value equipment and formal written methods of column addition and subtraction. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • know how to partition numbers to 1,000 flexibly • understand the concept of exchange in addition and subtraction • know how to represent additions and subtractions using place value equipment and a place value grid. <p><u>Number - Multiplication and Division (1)</u></p> <p>This unit acts as a recap of children's work in Year 2, where multiplication and division were introduced and equal and unequal groups were explored. It reminds children of the difference between equal sharing and equal grouping, as it is possible some children spent only a little amount of time on this. This unit provides essential preparation for their work on developing and securing multiplication knowledge. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • know how to make equal groups, for example, using counters • can count in 2s, 5s and 10s. <p><u>Number - Multiplication and Division (2)</u></p> <p>This unit builds on the previous unit, where multiples of 2, 5 and 10 are introduced and equal and unequal groups are explored. It also builds on equal sharing and equal grouping. This unit provides essential preparation for beginning to multiply and divide 2-digit numbers by 1-digit numbers in the spring term, and also for working with fractions. Knowledge of multiplication facts is also essential. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • know what it means when groups are equal and not equal • know that multiplication can be seen as repeated addition and division as repeated subtraction • know that an array shows two multiplications, such as $5 \times 4 = 4 \times 5$. 	<p><u>Number – Fractions (1)</u></p> <p>In this unit, children will understand the concept of a unit fraction and a non-unit fraction and understand what the numerator and denominator represent. Children will compare and order simple unit fractions and also non-unit fractions where the denominators are equal. In addition to this, children will learn to recognise and show, using diagrams, equivalent fractions with small denominators. They will explore a fraction wall and use it to find equivalent fractions. Children will order fractions on a number line and compare two fractions using bar models and the comparison signs $>$ or $=$. They will learn to add and subtract two or more fractions with the same denominator, answering questions in more than one way and comparing the efficiency of each method. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • understand how to say and write simple fractions • understand the concept of equal and non-equal parts • understand the whole. <p><u>Measurement – Mass</u></p> <p>This unit involves the application of skills such as addition and subtraction in a measurement context. Children will have covered these strategies in Key Stage 1, and in previous Year 3 units, but will require support when applying them. Measurements were covered in Year 2 Unit 9, in which mass, capacity and temperature were the focus. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • can use scales to compare, estimate and measure the mass of an object 	<p>feature regularly. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • know the symbols for pounds (£) and pence (p) • can work out the value of coins and notes by counting the pounds and pence separately • understand what change is and how to work it out in simple cases • can select coins and notes that make a particular amount and recognise different ways of doing this. <p><u>Measurement – Time</u></p> <p>In this unit, children will begin with an introduction to Roman numerals, and afterwards will recap their understanding of time from Year 2. They will develop a deeper understanding of the length of a year, a month, a day, an hour, a minute and a second, and will use this to solve problems involving reading and measuring time. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> • know the number of minutes in an hour, and can read and write times on a clock to five minutes • know the months of the year and key dates (including everyday usage) • have some prior knowledge of everyday usage of time and the o'clock times that occur throughout the day • are familiar with moving from a start time through a duration to an end time.
--	---	--	---

Year 3

Long term Scheme of Work



		<ul style="list-style-type: none"> • are able to measure mass in grams and also in kilograms • can count in hundreds to 1,000 to link grams to kilograms. <p><u>Measurement – Capacity</u></p> <p><i>This unit builds on from children’s previous work in measures involving length and mass. Children should already have experience in reading and interpreting a range of scales and converting between units of measure, which will help them in this unit. Children will learn to compare, calculate and solve problems in the context of capacity. Children will need to apply their knowledge of the number system and calculating, in order to solve capacity word problems. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> • understand place value in 3-digit numbers • know how to add and subtract 3-digit numbers • know multiplication facts for the 2, 5 and 10 times-tables 	<p><u>Geometry – Angles and Properties of Shape</u></p> <p><i>This unit builds on children’s understanding of the names and some of the properties of 2D and 3D shapes. It extends children’s basic comprehension of these shapes with an emphasis on identifying right angles, lines of symmetry, vertical and horizontal lines and parallel and perpendicular lines and edges. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> • understand what is meant by a 2D shape and are able to recognise and name most of them • understand what is meant by a 3D shape and are able to recognise and name most of them. <p><u>Statistics</u></p> <p><i>This unit builds on Year 2 Statistics, where children were introduced to basic pictograms and block charts. It develops their understanding further, and encourages them to explore the range of information that they can get from the data presented to them. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> • know how to interpret a basic pictogram • are confident in carrying out addition and subtraction calculations • know how to count in multiples of 2, 5 and 10.
--	--	--	--



Year 3 Long term Scheme of Work

Science	Can you see me? Light	Rocks Rock detectives	The Power of Forces Forces and Magnets	Plants How does your Garden Grow?	Plants How does your Garden Grow?	Animals including Humans Amazing Bodies
History		<p>Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</p> <p><i>In this unit, the children will look at the chronology of mankind from the Stone Age to today and they will be introduced to Britain's past. They will use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. The children will identify the limitations of this type of evidence and reconstruct the life of the Amesbury Archer.</i></p>		<p>Why did the Romans invade and settle in Britain?</p> <p><i>In this unit, the children will develop their chronological awareness of AD and BC. The children will explore the reasons behind the Roman invasion of Britain and the Celtic response. They will discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman</i></p>		<p>How have children's lives changed?</p> <p><i>In this unit, the children will investigate the lives of children in history including leisure activities, health issues and work, recognising both continuities and changes. They will explore the working conditions of Tudor and Victorian children in more detail and evaluate the</i></p>



Year 3

Long term Scheme of Work

				lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.		significance of Lord Shaftesbury's contribution to education and child labour laws.
Geography	<p>Why do people live near volcanoes?</p> <p><i>In this unit, children will learn how the Earth is constructed and about tectonic plates and their boundaries. The children will learn how mountains are formed, and they will explain the formation and types of volcanoes and explore the causes of</i></p>		<p>Who lives in Antarctica?</p> <p><i>In this unit, the children will learn about the lines of latitude and longitude and will consider how this links to the climate. The children will consider the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, considering there is no permanent population.</i></p>		<p>Are all settlements the same?</p> <p><i>In this unit, the children will explore different types of settlements and land use and consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. The</i></p>	



Year 3 Long term Scheme of Work

	<p>earthquakes. They will map the global distribution of mountains, volcanoes and earthquakes and consider the positive and negative effects of living in a volcanic environment and the ways humans have responded to earthquakes.</p>		<p>The children will study Shakleton's expedition before planning their own, using the mapping skills learnt so far.</p>		<p>children will make land use comparisons between their local area and New Delhi to find key similarities and differences between the two locations.</p>	
Art and design		Painting and mixed media: Prehistoric painting	Drawing: Growing artists	.	Sculpture and 3D: Abstract shape and space	
Design and Technology	Structures: Constructing a castle			Cooking and nutrition: Eating seasonally		Electrical systems: Electric poster
Computing	Databases	Emailing	Online safety	Video trailers	Programming scratch	Networks 1
PE Outdoor	Tag Rugby	Netball	Hockey	Tennis	Athletics	Cricket
PE Indoor	Gymnastics	Dance	Badminton	Volleyball	Basketball	Gymnastics/Dance
RE	What is the Significance of Light?	How did Jesus and Buddha make People stop and Think?	How do Jews celebrate their beliefs at home and in the Synagogue?	How and Why do Hindus celebrate Holi?	What can we Learn About Special Symbols and Signs	What do Sikh Sayings Tell us About Sikh Beliefs?

Year 3

Long term Scheme of Work



			(Synagogue visit)		used in Special Religions?	
Music	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
PSHE/RSHE	Being Me in my World	Healthy me	Relationships	Dreams and goals	Celebrating difference	Changing Me
French	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time