



# Westleigh Methodist Primary School – Year 3 Long Term Plan

With God, all things are possible – Matthew 19:26




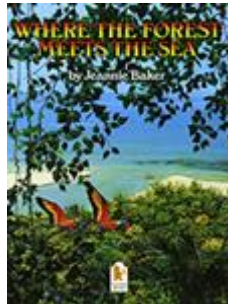
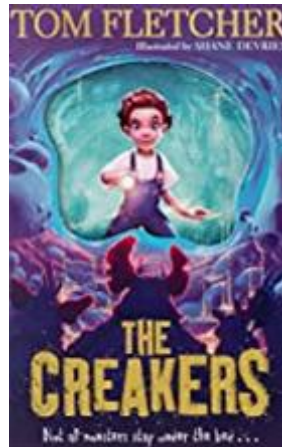
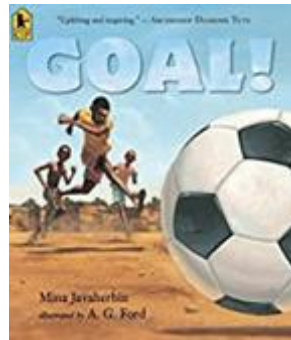
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Autumn Term	Spring Term	Summer Term
-------------	-------------	-------------

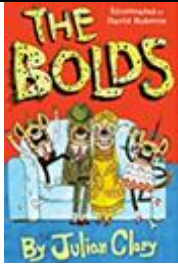
## English

### Book as a Hook

<b>Man on the Moon</b> Simon Bartram  <p>Teamwork Social Individual Liberty</p>	<b>True story of the Three Little Pigs</b> Jon Scieszka  <p>Justice Moral Rule of Law</p>	<b>Fossil</b> Bill Thomson  <p>Teamwork Social Individual Liberty</p>	<b>Where the Forest Meets the Sea</b> Jeannie Baker  <p>Thankfulness Moral Democracy</p>	<b>The Creakers</b> Tom Fletcher  <p>Forgiveness Social Rule of Law</p>	<b>Goal</b> Javaherbin Mina  <p>Teamwork Cultural Individual Liberty</p>
---	--	---	---	---	---

### Story Book

<b>The Bolds</b> Julian Clary	<b>The Wild Way Home</b> Sophie Kirtley	<b>Planet Omar Accidental Trouble Magnet: Book 1</b> Zainib Mian	<b>Egyptian Cinderella</b> Shirley Climo	<b>Treasure Island</b> Robert Louis Stevenson
----------------------------------	--	---	---	--



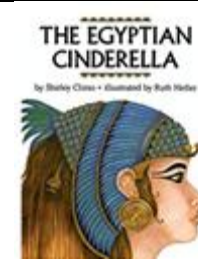
Peace  
Social  
Mutual Respect



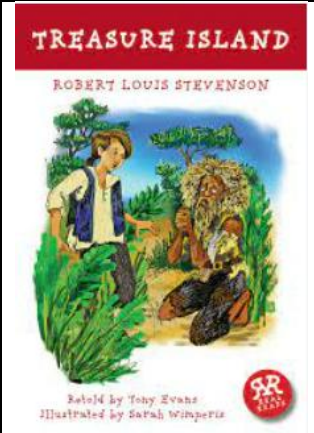
Love  
Cultural  
Tolerance



Equality  
Cultural  
Individual Liberty



Justice  
Cultural  
Rule of Law



Justice  
Moral  
Rule of Law

**Poetry**

**Revolting Rhymes - Goldilocks and the Three Bear**  
Roald Dahl

Justice  
Moral  
Rule of Law

**For Sale**  
Benjamin Zephaniah

Love  
Moral  
Democracy

**The Dog Who Bit the Ball**  
Pam Ayres

Forgiveness  
Social  
Respect and Tolerance

**Mathematics**

**Number: Place value**

Order, compare and identify numbers up to three digits  
Addition and Subtraction  
Add and subtract numbers up to three digits using formal method. Solve addition and subtraction word problems.

**Number: Multiplication and division**

Recognise that multiplication is repeated addition of equal groups. Multiply and divide by 4 and 8

**Number: Multiplication and division**

Consolidate knowledge of multiplying by 4 and 8. Multiply and divide a 2-digit number by a 1-digit number. Related facts. Scaling

**Measurement: Money**

Pounds and Pence. Add and subtract money and give change

**Measure: Length and Perimeter**

Equivalent lengths m & cm, mm & cm, compare lengths, add and subtract lengths, measure and calculate perimeter

**Number: Fractions**

Make equal parts  
Recognise a half Find a half Recognise a quarter

**Number: Fractions**

Making the whole, Tenths, Count in tenths, Tenths as decimals, Fractions on a number line, Fractions of a set of objects, Equivalent fractions, Compare fractions

**Measurement: Time**

Months and years, Hours in a day, Telling

**Geometry: Shape**

Turns and angles, Right angles in shapes, Compare angles, Draw accurately Horizontal and vertical, Parallel and perpendicular, Recognise and describe 2-D shapes, Recognise and describe 3-D shapes, Make 3-D shapes

		<b>Statistics</b> Interpret pictograms, Bar charts and tables	Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 1/2 and 2/4 Count in fractions	the time to 5 minutes, Telling the time to the minute, Using a.m. and p.m. 24-hour clock Finding the duration, Comparing durations, Start and end times, Measuring time in seconds	<b>Mass and Capacity</b> Compare mass Measure mass, Compare mass, Add and subtract mass Compare volume Measure capacity, Compare capacity, Add and subtract capacity, Temperature
<b>Science</b>					
Animals including humans Love Spiritual Mutual Respect	Rocks and Fossils  Mutual Respect	Forces	Plants Love Spiritual Mutual Respect	Light	Scientists & Inventors Research Project  Social Mutual Respect
<b>RE</b>					
What makes some books sacred?  Christianity Sikhism Judaism Islam	What are the deeper meanings of festivals of light?  Christianity Hinduism	What do different people believe God is like?  Christianity Atheism	What matters to Christians about Easter?  Christianity	What is worship?  Christianity Islam Judaism	What qualities do leaders of religions demonstrate?  Islam Judaism
<b>History</b>					
<b>Stone Age to Iron Age</b> Learn about changes in Britain from the Stone Age, Bronze Age and Iron Age.  Teamwork Social/ Cultural Individual liberty		<b>Geography unit, covering the following history links:</b> <b>The UK</b> Explore some of the changes that have taken place in the UK over time and look at how the landscape has changed over time. Learn about some of the UK's most important architecture including ancient castles.  Equality Social/ Cultural Democracy		<b>Overview of the earliest civilisations</b> Complete a mini study giving an overview of when and where the first civilisations appeared and discuss their achievements (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty). <b>Ancient Egypt</b> Carry out an in-depth study of Ancient Egypt, learning about their achievements as one of the earliest civilisations.  Teamwork Spiritual/ Social/ Cultural	

		Democracy
<b>Geography</b>		
<p><b><u>History unit being taught, covering the following Geography links:</u></b></p> <p><b><u>Stone Age to Iron Age</u></b></p> <p>-Locate the continent of Africa using maps and discuss how the first humans evolved in Africa and then travelled to other parts of the world.</p> <p>-Describe and understand climate zones, types of settlements and land use. Discuss why the Stone Age settlers chose certain areas of the UK to settle in and what useful features they had.</p> <p>-Identify and locate key topographical features (including hills, mountains, coasts and rivers) from settlements and understand how they were useful to the Stone Age/ Bronze Age/ Iron Age people (for farming, building hill forts etc.)</p> <p>-Look at land-use patterns from the Stone Age, Bronze Age and Iron Age and discuss how the use of land developed over time.</p> <p>Teamwork Social/ Cultural Individual liberty</p>	<p><b><u>The UK</u></b></p> <p>-Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and trade links; and understand how some of these aspects have changed over time.</p> <p>-Look at significant rivers and mountains in the UK and be able to describe the features of a river.</p> <p>-Describe and understand the water cycle.</p> <p>-Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK.</p> <p>-Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Equality Social/ Cultural Democracy</p>	<p><b><u>History unit being taught, covering the following Geography links:</u></b></p> <p><b><u>Overview of the earliest civilisations</u></b></p> <p>-Use maps, globes and digital maps to locate the areas the first civilisations appeared (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty).</p> <p>-Discuss the geographical features of these areas.</p> <p>-Discuss how the land was used in these ancient civilisations.</p> <p><b><u>Ancient Egypt</u></b></p> <p>-Use maps, atlases, globes and digital maps to locate different regions of Egypt.</p> <p>-Identify and locate significant human and physical features of Egypt.</p> <p>-Learn about the River Nile and the other African countries it flows through. Discuss how the River Nile supports agriculture and provides vital resources.</p> <p>-Discuss how the geography of Egypt has changed over time.</p> <p>Teamwork Spiritual/ Social/ Cultural Democracy</p>
<b>Art</b>		
<b><u>Drawing cave designs</u></b>	<b><u>Painting landscapes</u></b>	<b><u>Collage/Textiles Egyptian necklace</u></b>
<p><b>Artist influence:</b> Sir Sidney Nolan (In the Cave)</p>	<p><b>Artist influence:</b> Alfred Heaton Cooper</p>	<p><b>Artist influence:</b> Anni Albers (Egyptian hand weaving)</p>



**Curriculum links:**  
History – the Stone Age  
Cultural



**Curriculum links:**  
Geography – rivers and mountains  
Moral



**Curriculum links:**  
History – Ancient Egypt  
Cultural

**DT**

**Structures**

Plastic Bottle green house

Teamwork  
Social/Moral

**Textiles**

Sustainability

Teamwork  
Social/Moral

**Mechanisms**

levers and linkages

Create a moving story book for younger children

Love  
Social/Spiritual

**Cooking and Nutrition**

Eat Well

Teamwork  
Moral/Spiritual

**PE**

Lesson 1

Invasion Games Fundamentals

To use running, jumping, throwing and catching in isolation and in combination.  
To communicate, collaborate and compete with each other.

Teamwork  
Moral Social

Lesson 1

Gymnastics Movement

To develop flexibility, strength, technique, control and balance through gymnastics. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Lesson 1

Invasion Games Football

To play competitive games and apply basic principles suitable for attacking and defending. To communicate, collaborate and compete with each other.

Equality Teamwork  
Social  
Rule of Law

Lesson 2

Lesson 1

Swimming

To swim competently, confidently and proficiently over a distance of at least 25 metres. To use of range of strokes effectively. To perform safe self-rescue in different water based situations.

Lesson 1

Swimming

To swim competently, confidently and proficiently over a distance of at least 25 metres. To use of range of strokes effectively. To perform safe self-rescue in different water based situations.

Peace

Lesson 1

Swimming

To swim competently, confidently and proficiently over a distance of at least 25 metres. To use of range of strokes effectively. To perform safe self-rescue in different water based situations.

<p>Rule of Law</p> <p><u>Lesson 2</u> Agility</p> <p>HITT Workout</p> <p>Throwing and Catching</p>	<p>Teamwork Spiritual Individual Liberty</p> <p><u>Lesson 2</u> Running for distance Throwing for distance Yoga</p>	<p>Running – changing direction</p> <p>Balance</p> <p>Catching</p>	<p>Peace Moral Rule of Law</p> <p><u>Lesson 2</u> Running for distance</p>	<p>Moral Rule of Law</p> <p><u>Lesson 2</u> Throwing for distance</p>	<p>Peace Moral Rule of Law</p> <p><u>Lesson 2</u> Team Games</p> <p>Freddie Fit activities</p>
<b>PSHE</b>					
<p><b>Me and my Relationships</b></p> <p>Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss</p>	<p><b>Valuing Difference</b></p> <p>Recognising and respecting diversity Being respectful and tolerant My community</p>	<p><b>Keeping Myself Safe</b></p> <p>Managing risk Decision-making skills Drugs and their risks Staying safe online</p>	<p><b>Rights and Responsibilities</b></p> <p>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p><b>Being my Best</b></p> <p>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</p>	<p><b>Growing and Changing</b></p> <p>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</p>
<b>Computing</b>					
<p>E-safety unit to be taught 1<sup>st</sup> lesson of every half term (Digital Literacy)</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Rule of Law</p>					
<p><b>Unit 3.2 – Online Safety</b></p> <p><b>Unit 3.1 – Coding</b> (Computer Science)</p>	<p><b>Unit 3.3 – Spreadsheets</b> (Information Technology)</p>	<p><b>Unit 3.4 – Typing</b> (Information Technology)</p> <p>Select, use and combine a variety of software (including internet services)</p>	<p><b>Unit 3.5 – Email (Digital Literacy)</b></p> <p>Understand computer networks, including the Internet; how they can</p>	<p><b>Unit 3.7 – Simulations</b> (Information Technology)</p> <p>Select, use and combine a variety of software</p>	<p><b>Unit 3.8 – Graphing</b> (Information Technology)</p> <p>Select, use and combine a variety of software</p>

<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p style="text-align: center; color: purple;">Teamwork</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Unit 3.6 – Branching Databases (Information Technology)</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
---	--	--	---	--	--

			<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Equality Social Mutual Respect</p>		
<b>French</b>					
Getting to Know You Social	All About Me Cultural	Glorious Food Cultural	Family and Friends Cultural	Our School Cultural	Time Cultural
<b>Music</b>					
Listen & appraise: Film & TV scores  Cultural Mutual Respect		Listen & appraise: Disco/Funk  Cultural Mutual Respect		Listen & appraise: Indian Music/Bhangra  Teamwork Cultural/ Spiritual Mutual Respect	
Writing Music Down  Love Social Mutual Respect	Playing in a Band  Teamwork Social Mutual Respect	Compose Using Your Imagination  Peace Social Mutual Respect	More Musical Styles  Love Social Mutual Respect	Enjoying Improvisation  Teamwork Social Mutual Respect	Opening Night  Teamwork Social Mutual Respect
<b>Enrichment – Trip/visitor</b>				<b>Enrichment – Trip/visitor</b>	

**History Visitor**

History Alive  
Stone Age to Iron Age Workshop

**History Trip**

Liverpool World Museum