



Mandale Mill Primary Long Term Planning

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<u>Scrumdiddlyumptious</u> Day 1 of Autumn Term will be Engage activities.		<u>Mighty Metals</u> Day 1 of Spring Term will be Engage activities.		<u>Gods and Mortals</u> Day 1 of Summer Term will be Engage activities.	
English	Key Performance Indicators					
	<p>Reading</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word - linked to spelling Appendix 1. (Word Reading) • Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. (Comprehension) • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in books. (Comprehension) • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. (Comprehension) • Understand what he/she reads independently by predicting what might happen from details stated. (Comprehension) • Retrieve and record information from non-fiction. (Comprehension) 					
	<p>Writing</p> <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Spelling) • Draft and write in narratives, creating settings, character and plot. (Composition) • Proof-read for spelling and punctuation errors - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correct. (Composition) • Use the forms a and an according to whether the next word begins with a consonant or a vowel. (Vocabulary, Grammar and Punctuation) • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore or prepositions e.g. before, after, during, in, because of. (Vocabulary, Grammar and Punctuation) • Use headings and sub-headings to aid presentation. (Vocabulary, Grammar and Punctuation) • Use the present perfect form of verbs instead of the simple past e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>. (Vocabulary, Grammar and Punctuation) • Begin to use inverted commas to punctuate direct speech. (Vocabulary, Grammar and Punctuation) 					

	<p><u>Spoken Language</u> Start to show awareness of how and when Standard English is used. Maintain attention and participate in collaborative conversations staying on the topic and initiating and responding to comments. Sequence and communicate ideas in an organised and logical way in complete sentences. Perform poems from memory.</p>	<p><u>Spoken Language</u> Start to show an awareness of how and when Standard English is used. Maintain attention and participate in collaborative conversations staying on the topic and initiating and responding to comments. Vary the amount of detail and choice of vocabulary dependent on the purpose and audience.</p>	<p><u>Spoken Language</u> Start to show an awareness of how and when Standard English is used. Sequence and communicate ideas in an organised and logical way in complete sentences. Vary the amount of detail and choice of vocabulary dependent on the purpose and audience. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><u>Spoken Language</u> Maintain attention and participate in collaborative conversations staying on the topic and initiating and responding to comments. Sequence and communicate ideas in an organised and logical way in complete sentences. Perform poems from memory. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><u>Spoken Language</u> Sequence and communicate ideas in an organised and logical way in complete sentences. Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><u>Spoken Language</u> Maintain attention and participate in collaborative conversations staying on the topic and initiating and responding to comments. Sequence and communicate ideas in an organised and logical way in complete sentences. Perform poems from memory. Gain, maintain and monitor the interest of the listener. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
	<p><u>Reading</u> Make reading fun by listening to a range of stories, poems and plays. Enjoy reading a variety of books. Read aloud poems and perform play scripts. Ask questions.</p>	<p><u>Reading</u> Enjoy reading a variety of books. Read aloud poems and perform play scripts. Ask questions. Use non-fiction texts to discuss headings and subheadings.</p>	<p><u>Reading</u> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Listen to and discuss a wide range of fiction,</p>	<p><u>Reading</u> Read books that are structured in different ways and read for a range of purposes. Prepare poems and play scripts to read aloud and to perform, showing understanding</p>	<p><u>Reading</u> Identify themes and conventions in a wide range of books. Retrieve and record information from non-fiction. Identify how language, structure, and presentation</p>	<p><u>Reading</u> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.</p>

		poetry, plays, non-fiction and reference books or textbooks. Retrieve and record information from non-fiction.	through intonation, tone, volume and action. Draw inferences and justify inferences with evidence. Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarising these.	contribute to meaning. Draw inferences and justify inferences with evidence.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify how language, structure, and presentation contribute to meaning. Draw inferences and justify inferences with evidence.
<u>Texts: Fiction</u> Charlie and the Chocolate Factory - Roald Dahl Green Eggs and Ham - Dr Suess Gruffalo Grumble - Julia Donaldson Silly Verse The Witch Trade - Michael Molloy	<u>Texts: Non-Fiction</u> Children's book of Baking Cakes - Abigail Wheatley	<u>Texts: Fiction</u> Iron Man - Ted Hughes Iron Fist - Andy Briggs Iron Heads - Susan Gates The Time Machine - HG Wells	<u>Texts: Non-Fiction</u> 100 Inventions that made History Until I met Dudley - Roger McGough	<u>Texts: Fiction</u> Percy Jackson - Rick Riordan Pandora's Box Theseus and the Minotaur Greek Myths - Cheryl Evans Who Let the Gods Out? - Maz Evans The Wolf Wilder - Katherine Rundell Atticus the Storyteller - Lucy Coates	<u>Texts: Non-Fiction</u> A Visitor's Guide to Ancient Greece - Lesley Sims Ancient Greece - DK Books How the Olympics came to be Ancient Greece books
<u>Key Author</u> Andy Stanton		<u>Key Author</u> Ted Hughes		<u>Key Author</u> C.S. Lewis	
<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To inform	<u>Writing Purpose</u> To persuade	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To inform	<u>Writing Purpose</u> To entertain

	<p><u>Text Types</u> Narrative Description Poetry Characters/settings</p>	<p><u>Text Types</u> Explanation Recount Letter Biography Newspaper article</p>	<p><u>Text Types</u> Advertising Letter Speech Poster</p>	<p><u>Text Types</u> Narrative Description Poetry Characters/settings</p>	<p><u>Text Types</u> Explanation Recount Letter Biography Newspaper article</p>	<p><u>Text Types</u> Narrative Description Poetry Characters/settings</p>
	<p><u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. Plan writing by looking at similar pieces of writing and their structure Evaluate and edit own work Proof read for spelling errors and punctuation (full stops, questions marks, commas for lists, apostrophes, inverted commas for speech) Read writing aloud to a group or whole class. Write narratives creating settings, character and plots.</p>	<p><u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. Plan writing by looking at similar pieces of writing and their structure Evaluate and edit own work to grammar and vocabulary linked to conjunctions, adverbs and prepositions Proof read for spelling errors and punctuation (full stops, questions marks, commas for lists, apostrophes, inverted commas for speech) Read writing aloud to a group or whole class. Write non-narrative using</p>	<p><u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors.</p>	<p><u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. In narratives, creating settings, characters and plot.</p>	<p><u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors.</p>	<p><u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. In narratives, creating settings, characters and plot. Proof-read for spelling and punctuation errors.</p>

		headings and sub-headings.				
	<p>SPaG Spelling Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Revise spelling rules from Y1 & Y2 Use suffix ly. Spell words with endings like zh and ch- treasure, measure, picture, nature. Words with suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten) Words with the /ʌ/ sound spelt ou (young, touch)</p> <p>Vocabulary Grammar and Punctuation</p> <p>Present perfect form of verbs Co-ordinating and subordinating conjunctions Inverted commas</p>	<p>SPaG Spelling Form noun using a range of prefixes e.g. super, anti, auto Use a or an in correct context Word families based on common root words Prefixes: un, dis, mis, re, pre Spell words with the ay spell ei, eigh, ey, (eight, they) Dictionary work Learn published Y3 word list.</p> <p>Vocabulary Grammar and Punctuation</p> <p>Co-ordinating and subordinating conjunctions Present perfect form of verbs Inverted commas</p>	<p>SPaG Spelling Use further prefixes (re-, anti-, super, sub) and suffixes (-ion, -ian) and understand how to add them. Words with the /ʃ/ sound spelt ch (mostly French in origin). Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn published Y3/4 word list.</p> <p>Vocabulary Grammar and Punctuation</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>SPaG Spelling Spell further homophones. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn published Y3/4 word list. Dictionary work</p> <p>Vocabulary Grammar and Punctuation</p> <p>Use and punctuate direct speech. Extend the range of sentences with more than one clause by using a wider range of conjunctions,</p>	<p>SPaG Spelling Spell further homophones. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn published Y3/4 word list. Dictionary work</p> <p>Vocabulary Grammar and Punctuation</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions,</p>	<p>SPaG Spelling Spell further homophones. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn published Y3/4 word list. Dictionary work</p> <p>Vocabulary Grammar and Punctuation</p> <p>Use and punctuate direct speech. Use commas after fronted adverbials. Choose nouns or pronouns appropriately for clarity and cohesion</p>

	<p>Understand the following terminology -word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>Understand the following terminology - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>Co-ordinating and subordinating conjunctions. Present perfect form of verbs. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use headings and sub-headings to aid presentation.</p>	<p>including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Introduction to paragraphs as a way to group related material.</p>	<p>including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use headings and sub-headings to aid presentation. Use paragraphs as a way to group related material.</p>	<p>and to avoid repetition. Understand the following terminology - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas Use paragraphs as a way to group related material.</p>
	<p>Handwriting Check correct letter and number formation. Begin to use diagonal and horizontal strokes that are needed to join letters.</p>	<p>Handwriting Uses the diagonal and horizontal strokes that are needed to join letters. Begin to join handwriting.</p>	<p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters.</p>	<p>Handwriting 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.</p>	<p>Handwriting 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.</p>	<p>Handwriting 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.</p>

Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; 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).
- Solve number problems and practical problems involving these ideas.
- Add and subtract numbers mentally, including a three-digit number and ones.
- Add and subtract numbers mentally, including a three-digit number and tens.
- Add and subtract numbers mentally, including a three-digit number and hundreds.
- 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 that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.
- 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, find and write fractions of a discrete set of objects: including unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.

Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12hr and 24hr clocks.
- Write the time using an analogue clock, including using Roman numerals from I to XII, and 12hr and 24hr clocks.

Geometry

- Identify right angles and identify whether angles are greater than or less than a right angle.
- Recognise that two right angles make a half-turn, three make $\frac{3}{4}$ of a turn and four a complete turn;

Statistics

- Interpret and present data using bar charts, pictograms and tables.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1 Place value	1 Multiplication and Division Multiplication tables	3 Place value Mental addition and subtraction	2 Geometry 2D and 3D shape, including sorting	6 Multiplication and Division	4 Place value (using measures)
	2 Place value and mental calculation	2 Multiplication and Division Written & mental multiplication	1 Fractions	3 Addition and subtraction (using statistics)	4 Addition and subtraction Decimals (money)	6 Addition and subtraction Problems
	1 Measures Perimeter	3 Multiplication and Division Written & mental division	2 Fractions & Division	3 Fractions	5 Addition & Subtraction (using measures)	4 Fractions
	1 Statistics Mental calculation	2 Measures Time	3 Measures Length, Mass & Volume	3 Geometry Angles	7 Multiplication and division (using measures)	6 Measures General
	1 Addition & Subtraction Written Addition	1 Geometry 3D shape	4 Multiplication and Division	4 Measures Time	5 Measures Time	2 Statistics
	2 Addition & Subtraction Written Subtraction	Consolidate and Assess	5 Multiplication and Division (using measures and money)	Consolidate and Assess	5 Geometry Properties	Consolidate and Assess.

Science (See Science LTP - links to topic)	Y3 Animals including humans - nutrition/skeletons/muscles		Y3 Rocks - fossils/soils/compare and group rocks		Y3 Light - Shadows and how they change. Puppets.	
	Y3 Plants - identify and describe functions of parts of flowering plants/water transportation/pollination/seeds/dispersal		Y3 Forces and Magnets - compare how things move/forces/attract/repel/compare and group according to magnetism			
*NB Please refer to National Curriculum for investigative skills which will be an ongoing foci for each year group. Children are expected to complete at least <u>ONE</u> investigation per half term as part of their Science provision.						
Computing (See Computing LTP)	We are programmers (Programming)	We are bug fixers (Computational thinking)	We are musicians (Creativity)	We are co-authors (Communication/collaboration)	We are opinion pollsters (Productivity)	We are meteorologists (Productivity)
	E-Safety - Online Research Objectives Link to PSHE		E-Safety - Communication and Collaboration Objectives		E-Safety - Awareness Objectives Link to PSHE	
History (See History LTP - links to topic)	History of chocolate (Mayans)		Iron Age/Bronze Age		A study of Greek life and achievements and their influence on the western world	
Geography	Where is cocoa grown? Food from around the world - why does it grow where it does? How are natural resources distributed? How is land used?		Natural resources - local mining links. Why was the River Tees referred to as the "Steel River"?		Where is Greece? What are the key physical and human characteristics? How is this similar and different to UK?	
Art & Design (See Art & Design LTP - links to topic)	Jason Mecier/Jim Victor/Carl Warner/Giuseppe Arcimboldo Painting/Digital art		Alan Williams/David Smith/John Lopez/Michael Turner Sculpture		Terry Strickland/Sabin Howard/Mats Minnhagen/Sara Richard Drawing/Painting	

<p>Design & Technology (See D&T LTP - some links to topic)</p>	<p>Design - Design a disposable lunchbox (using strong shell structures)</p> <p>Food - Is chocolate healthy? Can we make it healthy? Use a microwave to heat foods (e.g. chocolate to make chocolate crispy cakes)</p> <p>Make a salad that is appealing to you! Grate carrots/Tear and snip lettuce/cabbage/ Peel carrots etc.</p>		<p>Design - Make a metal photograph frame (Recycle materials/strengthening structures)</p> <p>Food - Use a toaster to make toast/ Spread a variety of spreads onto the toast (hummus, butter, jam etc.) / Whisk foods (e.g. scrambled eggs to go on the toast)/ Grate food Know and use utensils in the kitchen</p>		<p>Design - Design a moving puppet (create movement)</p> <p>Food - Make a bread plait/ spoon liquids Measure using a jug/ Sift flour/Mix ingredients together/Crush garlic/Cut out strips of the dough/Make a Greek style kabab/Thread olives, feta cheese onto kebab sticks</p>	
<p>Music (See Music LTP - some links to topic)</p>	<p>Weeks 1-3 Environment Composition. Link to Geography Weeks 4-6 Building Beat Link to DT</p>	<p>Weeks 1-3 Sounds Exploring sounds Link to Geography Weeks 4-6 Poetry Performance Link to English</p>	<p>Weeks 1-3 China Pitch Link to Maths Weeks 4-6 Time Beat Link to Maths</p>	<p>Weeks 1-3 In the past Pitch Link to PE Weeks 4-6 Communication Composition Link to Computing</p>	<p>Weeks 1-3 Human Body Structure Link to Science Weeks 4-6 Singing French Pitch Link to Languages</p>	<p>Weeks 1-3 Ancient Worlds Structure Link to History Weeks 4-6 Food and Drink Performance Link to DT</p>
<p>Physical Education (See PE LTP)</p>	<p>Throwing and Catching</p>	<p>Dance</p>	<p>Gym and Outdoor and Adventurous</p>	<p>Football</p>	<p>Tennis and Outdoor and Adventurous</p>	<p>Athletics (Throwing)</p>
<p>Personal, Social, Health and Economic (See PSHE LTP)</p>	<p>Introducing Yasmine and Tom Online Technology Link to Computing</p>	<p>Keeping safe Gender Stereotypes Link to Computing</p>	<p>Life cycles</p>	<p>My body</p>	<p>Feelings</p>	<p>Relationships</p>

Religious Education (See RE LTP - Stockton Agreed Syllabus)	Christianity The Bible	Christmas Christianity Symbols	The mosque Islam	Easter in church Christianity	Religion and faith in our local community.	Religion and faith in our local community.
Languages (French) (See Languages LTP) Salut!	Core Unit 1	Core Unit 2	Core Unit 3	Animals	Food	At school
LIFE SKILLS						
HEALTHY LIFESTYLES						
MENTAL HEALTH AND WELLBEING						
ECO AWARENESS						
SAFETY						