



Long Term Scheme of Learning YEAR 2022-2023 Year 3 (KH)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	<p>Text: Leon and the Place Between by Angela McCallister</p> <p>'Ignition' activity: Circus Games</p> <p>Main fiction outcome: Alternative ending – Leon never makes it out of the place between.</p> <p>Main non-fiction outcome: Non-chronological report</p> <p>Incidental writing opportunities: characterisation, description, diary, dialog, poetry</p>	<p>Text: The Winter's Child</p> <p>'Ignition' activity: Immersive art day</p> <p>Main fiction outcome: Innovated story (The Summer's Child/The Spring's Child)</p> <p>Main non-fiction outcome: Recount</p> <p>Incidental writing opportunities: Instructions, prediction, diary entry, character & setting description</p>	<p>Text: Nen and the Lonely Fisherman by Ian Eagleton</p> <p>'Ignition' activity: Make an under-the-sea setting box</p> <p>Main fiction outcome: Innovated narrative</p> <p>Main non-fiction outcome: Persuasive letter (to Nen's father)</p> <p>Incidental writing opportunities: characterisation, setting description, information leaflet</p>	<p>Text: Into the Forest by Anthony Browne</p> <p>'Ignition' activity: Immersive afternoon exploring the forest school area.</p> <p>Main fiction outcome: Alternative ending</p> <p>Main non-fiction outcome: Instructions</p> <p>Incidental writing opportunities: Instructions, prediction, diary entry</p>	<p>Text: The Girl Who Planted Trees</p> <p>'Ignition' activity: Planting seeds</p> <p>Main fiction outcome: Innovated narrative</p> <p>Main non-fiction outcome: Persuasion</p> <p>Incidental writing opportunities: Instructions, prediction, diary entry</p>	<p>Text: King of the Sky by Nicola Davies (geography link)</p> <p>'Ignition' activity: Making our own origami pigeons</p> <p>Main fiction outcome: Narrative from the point of view of the pigeon</p> <p>Main non-fiction outcome: Non-chronological report</p> <p>Incidental writing opportunities: non-chronological report, description – characterisation, dialog</p>
Maths	<p>Place Value (Autumn 1) (3 weeks)</p> <p>Addition and Subtraction (Autumn 2) (5 weeks)</p>	<p>Addition and Subtraction – problem solving (part-whole problems) (3 weeks)</p>	<p>Multiplication and Division (3 weeks)</p> <p>Measurement (Money – 1 week)</p>	<p>Measurement: Length and Perimeter</p> <p>Number: Fractions</p>	<p>Number: Fractions (3 weeks)</p> <p>Measurement: Time (3 weeks)</p>	<p>Geometry (2 weeks)</p> <p>Measurement: Mass and Capacity (3 weeks)</p>

	altogether – 3 weeks covered this term)	Multiplication and Division (Autumn 3) (4 weeks)	Statistics (2 weeks)	Consolidation (1 week)		
Science	<p>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. 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. Magnetism demonstrates that there are forces we cannot see that act upon objects. Most magnets contain iron: Lodestones, naturally occurring magnets. Magnetic poles: north-seeking and south-seeking poles Magnetic field (strongest at the poles) Law of magnetic attraction: unlike poles attract, like poles repel. The Earth behaves as if it were a huge magnet: north and south magnetic poles Orienteering: use of a magnetised needle in a</p>	<p>The Water Cycle Knowledge objectives - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature - observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius - Compare and group materials together, according to whether they are solids, liquids and gases</p>	<p>What is inside the Earth? Rocks Inside the Earth: layers, crust, mantle, core, high temperatures Volcanoes and geysers Rocks and minerals – formation and characteristics of different kinds of rocks. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>The Human Body: cells, systems and health Cells – all living things are made up of cells, cells make up tissue, tissues make up organs, organs work in systems The Digestive system – the food we eat, salivary glands, teeth, oesophagus. Taking care of your body – the food pyramid, vitamins and minerals.</p>	<p>Insects Insects can be helpful and harmful to people. Distinguishing characteristics Life cycles Social insects – most insects live solitary lives, but some are social</p>

	compass, which will always point to the north.					
History	Term 3: Tudors (1485-1603) History: How do Historians gather information? What are the legacies from the Tudor period?		Term 5: The Stuarts (1603-1649) History: How can artefacts improve our understanding?		Term 1: European Explorers (the continent) 1400-1500 History: Was exploration a good thing?	
Geography		Locational knowledge of England Geography: How do we use maps and globes to locate places in the UK?		Locational knowledge of Europe Geography: : How do we use maps, atlases globes to locate places in Europe?		Contrasting study: England and the Mediterranean Geography: What are the similarities and differences? How do physical and human geography link?
MFL	Myself and my family Re-cap numbers 1-10 Learn how to ask and answer "how old are you?" Describe myself – hair, eyes and height. Learn family members. Describing family members.	Myself and my family Re-cap numbers 1-10 Learn how to ask and answer "how old are you?" Describe myself – hair, eyes and height. Learn family members. Describing family members.	At the café • Learn food and drink items and give opinions. • Learn numbers 11-20 and say how much food costs. • Be able to order (revision of greetings)	At the café • Learn food and drink items and give opinions. • Learn numbers 11-20 and say how much food costs. • Be able to order (revision of greetings)	Sports and Leisure • Re-capping sports in target language. • Learn days of the week.	Storytime: The Enormous Turnip
RE	Special books and people	Celebrations/festivals	Creation	Incarnation and reincarnation	Pilgrimage, journeys, places	Moral and ethical laws/beliefs
PE	Real PE	Real PE	Real PE	Read PE	Real PE	Real PE

	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Physical	Unit 6: Fitness
PE	Complete PE Handball	Complete PE Wild Animals	Complete PE Symmetry and Asymmetry	Complete PE Tag Rugby	Complete PE Athletics	Complete PE Rounders
Frome Vale Citizen	Being Me in my world	Celebrating Difference	Dreams and Goals	Relationships	Changing Me	Healthy Me (including sex ed)
FVC	Learning behaviour: Aspiration/Motivation Year A Value: Respect	Learning behaviour: Collaboration Year A Value: Thankfulness	Learning behaviour: Self-evaluation Year A Value: Truth and Honesty	Learning behaviour: Resilience Year A Value: Responsibility	Learning behaviour: Focus Year A Value: Kindness	Learning behaviour: Curiosity Year A Value: Humility