

Year 3 Long Term Intent

Autumn 1

Key Texts	Stone Age Boy and Stone Age to Celts CGP, How to Wash a Woolly Mammoth	
Genres	Narrative, Fact File, Instruction	
Trips/Visits/Visitors/Experiences	Church visit, learning ukulele	
Writing	<ul style="list-style-type: none"> • Write a narrative about Stone Age Boy with simple settings, characters and plot. • Use verbs in the past tense. • Use expanded noun phrases for description and clarification. • Use an extended range of sentences with more than one clause by using a wider range of conjunctions (and, but, so, because, as) • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use inverted commas to indicate speech • Discuss and record ideas. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Assess the effectiveness of their own and other's writing, suggesting improvements. • Proofread for spelling and punctuation errors. • Begin to use headings and subheadings to aid presentation • Write effectively for a diary entry, narrative and explanation text, using some organisational and presentation devices • Spell word families based on common words, showing how words are related to form and meaning 	
Reading	<ul style="list-style-type: none"> • Use a dictionary independently to check the meaning of new vocabulary. • Predict what might happen from details stated and can indicate the strength and likelihood of their prediction being correct. • Infer a character's feelings, motives and behaviour based on descriptions and their actions in a story. • Identify with a character and make links with own experiences when making judgement about a character's actions • Identify evidence of relationship between characters based on dialogue and behaviour • Retrieve information from a text where there is competing (distracting) information • Identify and understand the meaning of a conjunction that links events together. • Summarise main ideas from a text. • Use contents pages and indexes to locate, retrieve and record information from non-fiction texts. • Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc • Evaluate effectiveness of texts in terms of function, form and language features • Identifies how language structure and presentation (font size, bold, caligrams) contribute to meaning 	
Spelling	Unit 1	Adding dis & in to root words
	Unit 2	Adding im to root words
		Special focus 1
	Unit 3	Adding suffix ous
	Unit 4	Adding the suffix ly
Handwriting	<ul style="list-style-type: none"> • Unit 1: forming descenders accurately • Unit 2: forming ascenders accurately • Unit 3: practising the diagonal join to a small letter • Unit 4: practising the diagonal join to a tall letter • Unit 5: practising joining to and from the letter L 	
Maths	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100. • Find 10 or 100 more or less than a given number. • Read and write numbers up to 1000 in numerals and in words. • Identify, represent and estimate numbers using different representations. • Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). 	

	<ul style="list-style-type: none"> • Compare and order numbers up to 1000. • Use place value and number facts to solve problems and practical problems involving these ideas. • Estimate the answer to a calculation and use inverse operations to check answers. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
<p style="text-align: center;">Science Skeletons & Muscles</p>	<ul style="list-style-type: none"> • Know about the importance of a nutritious, balanced diet. • Know how nutrients, water and oxygen are transported within animals and humans. • Know about the skeletal and muscular system of a human. <p>Working Scientifically</p> <p>Group information according to common factors</p>
<p style="text-align: center;">History From Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the Iron Age. • Know what is meant by 'hunter-gatherers' • Know the importance of the change from hunter-gatherers to farmers. • Know what type of homes early people lived in and what materials they were made from. • Know the significance of site and archaeological discoveries, such as Skara Brae and Stonehenge • Order events chronologically <p>Historical Skills</p> <ul style="list-style-type: none"> • Create historically valid questions about similarities and differences • Examine and compare artefacts • Explain the achievements of ancient civilizations and their impact on the world in the past and today • Identify and describe changes between specific time periods • Use dates and vocabulary relating to the passing of time • Know that the past can be divided into different periods of time • Discuss historical changes in Britain, what caused them and the impact on life in Britain
<p style="text-align: center;">Geography Tremors & Lava</p>	<ul style="list-style-type: none"> • Know the names of and locate the hemispheres. • Know the names of four countries from the southern hemisphere • Read and interpret the globe as a flat map • Identify layers of the earth • Tectonic plates and mountain ranges
<p style="text-align: center;">Religious Education Where, how and why do people worship?</p>	<ul style="list-style-type: none"> • Describe how people show their beliefs in how they worship and in the ways they live • Identify some differences in how people put their beliefs into practice • Describe a range of beliefs, symbols and actions within Christianity, Islam and Judaism. • Describe some key features of religions, including religious celebrations and worship.
<p style="text-align: center;">Physical Education</p>	<p>Multi-Skills</p> <ul style="list-style-type: none"> • Be aware of space and use it to support team-mates and to cause problems for the opposition • Know and use rules fairly • Show control of a range of different throws/passes with increasing accuracy • Dribble a ball with greater control • Find space to move into within a game • Apply the tactics learned.

	<p>Skip to the Beat</p> <ul style="list-style-type: none"> • Explore different ways of skipping • Observe and comment on others' performance • Compose and perform a sequence of skipping moves • Develop skipping techniques with control and balance 																
<p>Computing Email</p>	<p>Email</p> <table border="1"> <thead> <tr> <th data-bbox="562 252 1341 296">Children will know that:</th> <th data-bbox="1346 252 2123 296">Children will know how to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 300 1341 395">To know that there are different methods of communication and they each have strengths and weaknesses.</td> <td data-bbox="1346 300 2123 395"> <ul style="list-style-type: none"> • Explain the advantages and disadvantages of different communication methods. • Choose an appropriate communication method for a task. </td> </tr> <tr> <td data-bbox="562 399 1341 568">To know that emails are a form of digital communication.</td> <td data-bbox="1346 399 2123 568"> <ul style="list-style-type: none"> • Make use of 2Email to communicate within school. • Recognise the differences between digital and non-digital communication methods. • Explain different digital communication methods such as instant messaging, email and video calls. </td> </tr> <tr> <td data-bbox="562 571 1341 667">To know that emails can be sent and received almost instantly to anyone with an email address.</td> <td data-bbox="1346 571 2123 667"> <ul style="list-style-type: none"> • Identify the advantages of instant communication. • Explain the differences between email and traditional communication methods which are not instant. </td> </tr> <tr> <td data-bbox="562 670 1341 759">To know that common features of email software are the inbox, the 'To' address field, the sender email address, the subject, the message text, and then compose and reply functions.</td> <td data-bbox="1346 670 2123 759"> <ul style="list-style-type: none"> • Identify the common features of the email screen. • Make use of these common features of email software to communicate digitally. </td> </tr> <tr> <td data-bbox="562 762 1341 836">To know that alerts can be used to notify a person that they have unread email.</td> <td data-bbox="1346 762 2123 836"> <ul style="list-style-type: none"> • Check alerts for new messages and respond to these. </td> </tr> <tr> <td data-bbox="562 839 1341 890">To know that address books can be saved in the email software.</td> <td data-bbox="1346 839 2123 890"> <ul style="list-style-type: none"> • Use the address book within 2Email to find contacts. • Send emails to multiple contacts using the address book. </td> </tr> <tr> <td data-bbox="562 893 1341 1043">To know that pictures, documents and other file types can be attached to emails.</td> <td data-bbox="1346 893 2123 1043"> <ul style="list-style-type: none"> • Identify the attachment icon. • Select files to attach to an email and send. • Be cautious of emails that have attachments. • Discuss the advantages and disadvantages of being able to send attachments with emails. </td> </tr> </tbody> </table>	Children will know that:	Children will know how to:	To know that there are different methods of communication and they each have strengths and weaknesses.	<ul style="list-style-type: none"> • Explain the advantages and disadvantages of different communication methods. • Choose an appropriate communication method for a task. 	To know that emails are a form of digital communication.	<ul style="list-style-type: none"> • Make use of 2Email to communicate within school. • Recognise the differences between digital and non-digital communication methods. • Explain different digital communication methods such as instant messaging, email and video calls. 	To know that emails can be sent and received almost instantly to anyone with an email address.	<ul style="list-style-type: none"> • Identify the advantages of instant communication. • Explain the differences between email and traditional communication methods which are not instant. 	To know that common features of email software are the inbox, the 'To' address field, the sender email address, the subject, the message text, and then compose and reply functions.	<ul style="list-style-type: none"> • Identify the common features of the email screen. • Make use of these common features of email software to communicate digitally. 	To know that alerts can be used to notify a person that they have unread email.	<ul style="list-style-type: none"> • Check alerts for new messages and respond to these. 	To know that address books can be saved in the email software.	<ul style="list-style-type: none"> • Use the address book within 2Email to find contacts. • Send emails to multiple contacts using the address book. 	To know that pictures, documents and other file types can be attached to emails.	<ul style="list-style-type: none"> • Identify the attachment icon. • Select files to attach to an email and send. • Be cautious of emails that have attachments. • Discuss the advantages and disadvantages of being able to send attachments with emails.
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<p>Art Block Colour Cave Painting</p>	<ul style="list-style-type: none"> • Recognise when art is from different historical periods • Know how to create block colour and depth through use of coloured pencils and crayons • Know how to identify the techniques used by different artists • Recognise when art is from different cultures (aboriginal art) • Know how to use sketches to produce a final piece of art 																
<p>Music Ukulele – Inspiring Music</p>	<ul style="list-style-type: none"> • Play clear notes on a ukulele and use different elements in composition • Use voice and copy given scale • Combine different sounds to create a specific mood or feeling • Improvise repeated patterns on a ukulele • Compose 3 note patterns on a ukulele • Listen carefully and recognise high and low phrases • Perform the ukulele in front of an audience 																

**Personal, Social, Health
Education
Relationships**

- Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- Recognise that a feature of positive family life is caring relationships; identify different ways in which people care for one another.
- Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); know that families of all types can give family members love, security and stability.
- Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Modern Foreign Languages

- Have a short conversation, saying 3 to 4 things such as:
- Hello, Goodbye, How are you, I'm good/ not well/unhappy, Thank you, Yes/No, My name is
- Give a response using a short phrase.
- Understand instructions, everyday classroom language and praise words.
- Use generally accurate pronunciation when reading aloud or using familiar words or phrases.
- Respond to topic related questions.