

Year 3 Long Term Intent

Autumn 2

Key Texts	Iron Man															
Genres	Non Chronological report, Narrative															
Trips/Visits/Visitors/Experiences	Bread making															
Writing	<ul style="list-style-type: none"> To use headings and subheadings to aid presentation in a non-chronological report about Jewish festivals Use past and present tense consistently and appropriate to genre. Begin to choose appropriate pronouns for clarity, cohesion and to avoid repetition. Use prepositions in phrases. Use an extended range of sentences by using a wider range of conjunctions (when, if, because, although). Form nouns using a range of prefixes such as super-, anti- and auto- Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Assess the effectiveness of their own and other's writing, suggesting improvements. Proofread for spelling and punctuation errors. Use expanded noun phrases for description and clarification. Use a range of adverbs and adverbials to begin sentences. Spell word families based on common words, showing how words are related to form and meaning Use expanded noun phrases for description Use past and present tense consistently to appropriate narrative Use prepositional phrases within a narrative 															
Reading	<ul style="list-style-type: none"> Suggests reasons for actions and events. Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story. Identifies with characters and makes links with own experiences when making judgements about the characters' actions. Justifies their views about what they have read. Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? Identifies evidence of relationship between characters based on dialogue and behaviour. Analyses and compares plot structure. Refers back to the text for evidence when explaining. Explains how words/phrases in the description are linked to create suspense. Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?' Identifies new vocabulary and discusses to develop understanding. To predict what might happen from details stated. Summarise main ideas from a text. Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc 															
Spelling	<table border="1"> <tr> <td>Unit _</td> <td>Title of unit</td> </tr> <tr> <td>Unit 5</td> <td>Words ending in -ture</td> </tr> <tr> <td>Unit 5</td> <td>Words ending in -ture</td> </tr> <tr> <td>Unit 6</td> <td>Adding -ation to verbs to form nouns</td> </tr> <tr> <td>Unit 6</td> <td>Adding -ation to verbs to form nouns</td> </tr> <tr> <td>Unit 7</td> <td>Words with the c sound spelt ch</td> </tr> <tr> <td>Unit 7</td> <td>Words with the c sound spelt ch</td> </tr> </table>	Unit _	Title of unit	Unit 5	Words ending in -ture	Unit 5	Words ending in -ture	Unit 6	Adding -ation to verbs to form nouns	Unit 6	Adding -ation to verbs to form nouns	Unit 7	Words with the c sound spelt ch	Unit 7	Words with the c sound spelt ch	
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<p>Handwriting</p>	<p>Unit 8: practising joining from the letter i</p> <p>Unit 9: practising spacing between words</p> <p>Unit 10: practising writing with a slant</p> <p>Unit 11: practising forming capital letters</p> <p>Unit 12: practising writing the letter t at the right height</p> <p>Unit 13: practising spacing letters consistently</p> <p>Unit 14: practising forming double letters correctly</p>	
<p>Maths</p>	<ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Add and subtract numbers mentally, including: <ul style="list-style-type: none"> A three digit number and ones, a three digit number and tens, a three digit number and hundreds Estimate the answer to a calculation and use inverse operations to check answers. 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 they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	
<p>Science Forces</p>	<ul style="list-style-type: none"> Know about and describe how objects move on different surfaces. Know how a simple pulley works and use to on to lift an object. Know how some forces require contact and some do not, giving examples. Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason. <p>Working Scientifically</p> <ul style="list-style-type: none"> Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc. Measure carefully and add to scientific learning. Make sense of findings and draw conclusions which help them to understand more about scientific information. Suggest conclusions, possible improvements or further questions Amend predictions according to findings. Be prepared to change ideas as a result of what has been found out during a scientific enquiry. 	
<p>History</p>	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Bronze Age. Know the main differences between the Stone, Bronze Age. Know what type of homes Bronze Age people lived in and what materials they were made from. Know the significance of site and archaeological discoveries 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 Give simple reasons as to why key events happened in history 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>Geography</p>	<ul style="list-style-type: none"> Know what causes earthquakes, volcanoes and tsunamis. Know the effects of earthquakes, volcanoes and tsunamis. Label the different parts of a volcano. 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 	

<p>Religious Education</p>	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • 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 • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make • Identify how religion is expressed in different ways. • Recognise similarities and differences in the key features of religions. • Retell religious stories and suggest possible meanings. • Describe some key features of religions, including religious celebrations and worship.
<p>Physical Education</p>	<p>African Dance</p> <ul style="list-style-type: none"> • Improvise freely and translate ideas from a stimulus into movement • Share and create phrases with a partner and small group • Perform given routines from memory, performing all the elements in the correct order. • Perform basic dance actions with greater control over each element. • Count beats and change direction while dancing • Maintain a consistent tempo throughout the dance, using counting <p>Mighty Movers</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction • Take part in a relay, remembering when to run and what to do • Sprint for up to 60ms • Run at least 600m without stopping and at a steady pace • Demonstrate good use of arms when running at different speeds • Understand the reason for warming up • Complete a running circuit showing good balance, co-ordination and agility
<p>Computing Route Planners</p>	<ul style="list-style-type: none"> • To create simple commands in 2Go to move the turtle along a route. • To create commands in 2Go in which the turtle turns using rotation. • To plan algorithms and write 2Go code that uses angles of turn. • To use 90° and 45° angles in 2Go. • To use the repeat algorithm and coding in 2Go.
<p>DT Making Bread</p>	<ul style="list-style-type: none"> • Prove that a design meets set criteria. • Design a product and make sure that it looks attractive. • Choose a material for both its suitability and its appearance. • Generate and develop ideas through discussion. • Explain strengths and weaknesses of existing products. • Explain how to improve a finished product.
<p>Music</p>	<ul style="list-style-type: none"> • Play clear notes on instruments and use different elements in composition. • Combine different sounds to create a specific mood or feeling. • Improvise repeated patterns. • Compose three note patterns • Listen carefully and recognise high and low phrases.

<p>Personal, Social, Health Education</p> <p>Online safety – Self image and identity</p>	<ul style="list-style-type: none"> • Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • Consider how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. • Know that personal behaviour can affect other people; to recognise and model respectful behaviour online. • Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; know that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; develop strategies to improve or support courteous, respectful relationships <p>Online safety</p> <p><i>Self-Image and Identity</i></p> <ul style="list-style-type: none"> • To explain what is meant by the term ‘identity’. • To explain how people can represent themselves in different ways online. • To explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
<p>Modern Foreign Languages</p>	<ul style="list-style-type: none"> • 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.