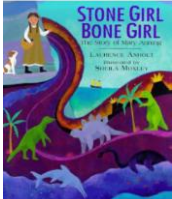
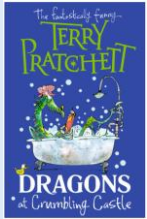
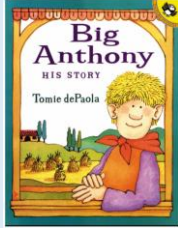


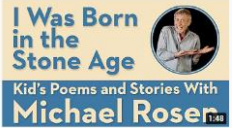

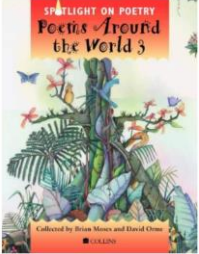

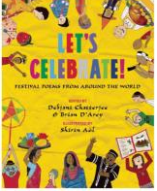







Welton Primary School Long Term Plan				Year Group: 3		
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 <p><b>Stone Age Boy</b> Author: Satoshi Kitamura</p>	 <p><b>The Dragon Snatcher</b> MP Robertson</p>	 <p><b>Escape from Pompeii</b> Author: Jackie Morris</p>	 <p><b>Pippo the Fool</b> Tracey E Fern</p>	 <p><b>The Princess who Hid in a Tree</b> Jackie Holderness</p>	 <p><b>The Story of Passover</b> David A Adler</p>
	 <p><b>Stone Girl, Bone Girl</b> Author: Laurence Anholt</p>	 <p><b>Dragons at Crumbling Castle</b> Terry Pratchett</p>	 <p><b>A Roman Adventure</b> Frances Durkin</p>	 <p><b>Big Anthony</b> Tomie dePaola</p>	 <p><b>The King who Threw Away his Throne</b> Terry Deary</p>	 <p><b>Osnat and Her Dove</b> Sigal Samuel</p>
	 <p><b>UG</b> Boy Genius of the Stone Age and His Search for Soft Trousers Raymond Briggs</p>	 <p><b>Evidence of Dragons</b> Pie Corbett (Poetry)</p>	 <p><b>The Roman Soldiers handbook</b> Author: Leslie Simms</p>	 <p><b>Everything Anglo Saxons</b> National Geographic</p>	 <p><b>The Hardest Word</b> Jaqueline Jules</p>	
	 <p><b>DKfindout! Stone Age</b></p>	 <p><b>Pet Dragon</b> Author: Mark Robinson</p>	 <p><b>Where is the Frog?</b></p>	 <p><b>Sukkot</b></p>		

<p><b>Core Poetry</b></p>	<p><b>Autumn</b></p>  <p><b>I Was Born in the Stone Age</b> Kid's Poems and Stories With <b>Michael Rosen</b> <small>754</small></p> <p><a href="https://www.youtube.com/watch?v=tq3Q85aA_0k">https://www.youtube.com/watch?v=tq3Q85aA_0k</a></p>  <p><b>Tell Me A Dragon</b> Jackie Morris</p>		<p><b>Spring</b></p> <p><a href="https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/">https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/</a></p> <p><a href="https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/">https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/</a></p>  <p><b>SPOTLIGHT ON POETRY</b> <b>Poets Around the World 3</b> Collected by Brian Moses and David Cross OXFORD</p>		<p><b>Summer</b></p>  <p><b>michael morpurgo</b> <b>Carnival of the Animals</b> A WHOLE NEW WORLD OF ANIMAL POETRY Illustrated by MICHAEL FORSEMAN</p> <p><b>Carnival of the Animals</b> Michael Morpurgo</p>  <p><b>LET'S CELEBRATE!</b> FESTIVAL ANIMAL FROM AROUND THE WORLD Delicious Characters of Brian D'Arcy Illustrated by ALICE ASH</p> <p><b>Let's celebrate</b></p>	
<p><b>English Writing</b></p>	<p><b>Writing to Entertain:</b> Narrative Adventures in stone Age</p> <p><b>Writing to inform:</b> Letter</p>	<p><b>Writing to Entertain:</b> Narrative A Dragon Adventure</p> <p><b>Writing to Inform:</b> Instructions How to look after a dragon</p>	<p><b>Writing to Entertain:</b> Poetry Volcano soundscapes</p> <p><b>Writing to Inform:</b> Speech to persuade</p>	<p><b>Writing to Entertain:</b> Narrative</p> <p><b>Writing to Inform:</b> Newspaper report</p>	<p><b>Writing to Entertain:</b> TBC</p> <p><b>Writing to Inform:</b> TBC</p>	<p><b>Writing to Entertain:</b> TBC</p> <p><b>Writing to Inform:</b> TBC</p>
<p><b>Spelling</b></p>	<p><b>Learning Words 2</b></p>	<p><b>Vowel Suffixes 2</b> (-ing, -en, -er, -ed, -ation)</p>	<p><b>Prefixes</b></p>	<p><b>Homophones 2</b></p>	<p><b>Irregular Verbs</b></p>	<p><b>Unsounded Consonants</b></p>
<p><b>Maths</b> <i>(NCETM: Covid Recovery Curriculum)</i></p>	<p><b>NF:</b> Addition and Subtraction across 10 <b>NPV:</b> Number and Place Value Numbers to 1,000</p>	<p><b>AS:</b> Numbers to 1000 - Addition &amp; subtraction <b>NF:</b> Number Facts – numbers to 1,000</p>	<p><b>Geo:</b> Right Angles <b>AS:</b> Manipulating and additive relationship securing mental calculation</p>	<p><b>AS:</b> Column Addition <b>MD:</b> 2, 4 and 8 times tables <b>AS:</b> Column subtraction</p>	<p><b>F:</b> Unit Fractions</p>	<p><b>F:</b> Non Unit Fractions <b>Geo:</b> Parallel and perpendicular lines in polygons</p>
<p><b>Number Sense:</b> understanding of number and fluency with number facts (Addition and Subtraction / multiplication &amp; division facts)</p>						
<p><b>Science</b></p>	<p><b>Chemistry:</b> Rocks &amp; Fossils</p> <p><b>Assessment Question:</b> <i>What types of rock are you likely to find fossils preserved in and why?</i></p>  <p><b>Dinosaur lady</b> Author: Linda Skeers</p>	<p><b>Physics:</b> Light</p> <p><b>Assessment Question:</b> <i>Why do humans need light, and can it ever be dangerous?</i></p>	<p><b>Physics:</b> Forces &amp; Magnets</p> <p><b>Significant individual:</b> Pliny the Elder –Roman, discovered natural magnetism</p> <p><b>Assessment Question:</b> <i>What is meant by a magnet's poles and how do they act as a force?</i></p>	<p><b>Biology:</b> Plants</p> <p><b>Assessment Question:</b> <i>Can you name the parts of a flower and explain why each part is important?</i></p>	<p><b>Biology:</b> Animals including Humans – skeletal</p> <p><b>Assessment Question:</b> <i>What similarities and differences can you find between a human and animal anatomy?</i></p>	<p><b>Biology:</b> Animals including Humans - Nutrition</p> <p><b>Assessment Question:</b> <i>What nutrients do humans need to survive and where do they get them from?</i></p>

<b>History</b>	<p><b>Changes in Britain from the Stone Age to Iron Age.</b></p> <p><b>Assessment Question:</b> <i>What main changes occurred between the Palaeolithic and Iron Age?</i></p>		<p><b>Roman impact on Britain and our locality</b></p> <p><b>Locality Link*</b> <i>Including local history: Brough on Humber, Petuaria fort, Brantingham villa</i></p> <p><b>Assessment Question:</b> <i>What impact did the Romans have in Britain?</i></p>		<p><b>Anglo Saxons</b></p> <p><b>Locality link:</b> <i>King Aldrich – died in Driffield Humber boundary in Anglo Saxon times</i></p> <p><b>Assessment Question:</b> <i>Who were the Anglo-Saxons and what changes did they make to Britain?</i></p>	
<b>Geography</b>		<p><b>Human and Physical / locality fieldwork study:</b> Brough</p> <p><b>Assessment Question:</b> <i>Describe Brough's place in the East Riding and what human and physical features make it a good place to live?</i></p>		<p><b>Place Knowledge:</b> UK/Italy/ Rome capital city</p> <p><b>Assessment Question:</b> <i>What are the human and physical geographical similarities and differences between Italy and the UK?</i></p>		<p><b>Human and Physical:</b> Volcanoes and Earthquakes</p> <p><b>Assessment Question:</b> <i>Why do volcanoes and earthquakes occur?</i></p>
<b>Religious Education</b>	<p>Remembering</p> <p><b>Assessment Question:</b> What would you like to be remembered for?</p> <p><b>Christmas:</b> <i>Mary: Why is Mary such an important part of the Christmas story?</i></p>		<p>Faith Founders</p> <p><b>Assessment Question:</b> Who are the faith founders and what did they teach?</p> <p><b>Easter:</b> <i>Remembering Easter: How are the events of Easter remembered by Christians?</i></p>		<p>Encounters</p> <p><b>Assessment Question:</b> What makes a place sacred?</p>	
<b>Physical Education</b>	<b>Hockey and gymnastics</b>	<b>Hockey and Rugby</b>	<b>Dance and Rugby</b>	<b>Lacrosse and Tennis</b>	<b>Tennis and Athletics</b>	<b>Athletics and Rounders</b>
	<b>Computer Science:</b> Coding – using flowcharts	<b>Information Technology:</b> Spreadsheets	<b>Information Technology:</b> Touch Typing	<b>Information Technology:</b> Branching Databases	<b>Information Technology:</b> Simulations	<b>Information Technology:</b> Graphing

<p><b>Computing</b></p>	<p><b>Assessment Question:</b> <i>Why is it useful to use a flowchart to design a computer program?</i></p> <p><b>Digital Literacy:</b> Online Safety</p> <p><b>Assessment Question:</b> <i>What makes a password safe?</i></p>	<p><b>Assessment Question:</b> <i>Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?</i></p>	<p><b>Assessment Question:</b> <i>Why should I type certain keys with certain fingers?</i></p> <p><b>Digital Literacy:</b> Email</p> <p><b>Assessment Question:</b> <i>What information can I send in an email?</i></p>	<p><b>Assessment Question:</b> <i>What is a branching database and why do we use one?</i></p>	<p><b>Assessment Question:</b> <i>What is a computer simulation and what kinds of simulations are there?</i></p>	<p><b>Assessment Question:</b> <i>What is a graph and what types of graphs can you do on a computer?</i></p> <p><b>Information Technology:</b> Presenting with PowerPoint or Google slides</p> <p><b>Assessment Question:</b> <i>What is a presentation program used for and what features can you include to make your presentation more engaging?</i></p>
<p><b>Art</b></p>	<p><b>Sculpture</b> Artist: Christo</p>  <p><i>Combining and creating materials to make recognisable forms</i></p>			<p><b>Drawing</b> Artist: Edward Hopper</p>  <p><i>Exploring lines and shadows, studies of buildings linked to Geography.</i></p>	<p><b>Painting</b> Artist: Claude Monet</p>  <p><i>Mix colours and tints for a purpose</i></p>	
<p><b>Design Technology</b></p>		<p><b>Textiles:</b> Brough Community Project</p> <p><b>Sewing – symbolise themselves (create a whole blanket)</b></p> <p><i>Measure, tape or pin, cut and join fabric with some accuracy</i></p>	<p><b>Construction:</b> Roman Legacy: Battering rams</p>  <p><i>Mechanical systems, including levers and linkages</i></p>			<p><b>Food and Nutrition:</b></p> <p>Design and make an food based product</p>



Music	Let Your Spirit Fly	Glockenspiel stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind, Replay
MFL	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
PSHE / RHE	<b>Being Me in my World</b>  <b>Do we really need rules to follow?</b> <i>Establish why it is important to have rules and how they help people learn. Understand the feelings of importance and being valued.</i>	<b>Celebrating Difference</b>  <b>Is it OK to fall out with my friends and family?</b> <i>Understand how words can be used in hurtful or kind ways and how this can lead to arguments. Explore how arguments in a relationship might happen and how conflict might make us, and others feel.</i>	<b>Dreams and Goals</b>  <b>What helps me learn?</b> <i>Recognise the ways we learn best and what we need to do to make these ways more effective.  Identify how to share our successes with confidence and positivity.</i>	<b>Healthy Me</b>  <b>How can I keep myself safe?</b> <i>Learn how to keep safe from certain things, people and places.  Develop specific strategies for keeping safe and who we can go to for help.  Explore the feelings of anxiousness and fear and understand how they might manifest themselves</i>	<b>Relationships</b>  <b>How can other people affect my personal life?</b> <i>Understand how our personal lives are affected by people we know as well as people from other countries.  Explore the choices we make, and how they make affect us, our friends, family as well as other citizens living abroad.</i>	<b>Changing Me</b>  <b>Are our body changes necessary?</b> <i>Recognise the changes we are facing as part of the growing up process, including the changes of both a boy and girls body (both outside and inside of our body)  Analyse the changes our bodies made and understand that some changes are necessary so that our bodies can make babies when they grow up.</i>
Educational Visits / Visitors	<b>Visitor:</b> <b>Life in the Stone Age Murton Park – immersive</b>	<b>Locality Visit:</b> Brough <i>Use field work to observe, measure and record human and physical features in local area-sketch maps, plans and graphs</i>	<b>Visit</b> Roman's Murton Park	<b>Visitor</b> Faith leaders	<b>Visit:</b> Hull and East Riding Museum Stone Age to Saxons	<b>Visitor:</b> Nutrition and Health