

# Formal Pathway Long Term Plan Detailed Version - Year 3

Autumn Term 1 2024	Happily Ever After
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p>Reading - Word Reading, Phonics, Reading Comprehension, Spelling common words Writing - Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Number and Place Value Counting, Comparing Numbers, Identifying, Representing and Estimating Numbers, Reading and Writing Numbers Understanding Place Value, Problem Solving Geometry: Properties of Shapes Identifying shapes and their properties, Drawing and Constructing, Comparing and Classifying, Angles</p>
<p>Science</p>	<p><b>Rocks</b> To compare and name rocks To know how rocks are formed To explore fossils To identify the properties of rocks To find out about the life and work of Mary Anning (palaeontologist)</p>
<p>Creative Development</p>	<p><b>Designing, Making and Evaluating</b> To design and construct a castle structure To construct using a range of materials and tools To design and make a mechanism (draw bridge) <b>Music - Create Own Music</b> To work collaboratively to adapt an existing piece To create a sequence of sounds in response to a mood or stimulus To clap and repeat short melodic patterns To order sounds to create music with a clear start, middle and end point To create music in response to different starting points</p>
<p>Understanding the World History/DT</p>	<p><b>Beyond Living Memory</b> <b>Castles</b> To recognise and identify the key features of a castle To understand the function of the protection features of a castle To learn about the lives and roles of those who lived in castles To explore significant castles around the world To design and construct a castle including required features</p>
<p>Physical Development</p>	<p><b>Gymnastics</b> To develop a sequence of three linked movements To travel along equipment at different levels To perform at a range of speeds To compare and contrast movements ie rolling To combine balances into a sequence To work with a partner to create a sequence of balances</p>
<p>Key Vocab</p>	<p><b>Science:</b> rock, soil, erosion, texture, sedimentary, metaphoric, igneous, lava, fossile, sandstone, granite, compare, test, property <b>History:</b> castle, protect, defence, draw bridge, turret, dungeon, battlement, knight, shield, armour <b>Literacy :</b> fairy tale, play, character, setting, ending, script, play <b>Maths :</b> ones, tens, hundreds, partition, estimate, show, more, less, shape, 2D, 3D, vertices, edge, side, corner, faces</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural :</b> October—Black History Month, Harvest Festival 6th October, 31st Haloween, Diwali 1st Nov, Bonfire <b>Visits :</b> <b>Passport :</b> buy an ice cream, <b>Theme Day:</b> Visit from a theatre company? Theme Day TBC</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b> <b>Relationships</b> - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe <b>Health and Wellbeing</b> - Mental wellbeing, Internet safety and harms, Physical health</p>

Autumn Term 2 2024	Winter Fest
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p><b>Reading</b> - Word Reading, Phonics, Reading Comprehension, Spelling common words <b>Writing</b> - Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Number and Place Value Counting, Comparing Numbers, Identifying, Representing and Estimating Numbers, Reading and Writing Numbers Understanding Place Value, Problem Solving Geometry: Properties of Shapes Identifying shapes and their properties, Drawing and Constructing, Comparing and Classifying, Angles</p>
<p>Science</p>	<p><b>Seasonal Change</b> To observe changes across the four seasons (weather, environment, animals) To relate months, seasons and events To understand how the length of the day changes between seasons To begin to measure temperature and rainfall</p>
<p>Creative Development</p>	<p><b>Food technology</b> To taste and give an opinion on food from around the world. To follow instructions to complete a recipe To follow food hygiene rules To work safely in the kitchen. <b>Use colour, pattern and texture to create space and shape</b> To know and name primary and secondary colours To explore and mix colours To describe and create repeating patterns To know how to create tints by adding white and tone by adding black to paint To explore creating moods in art work</p>
<p>Understanding the World Geography/RE</p>	<p><b>Winter around the world</b> To know which hemisphere we live in To know how hemispheres affect when seasons around the world happen. <b>Christmas across cultures</b> To know that Christmas is celebrated differently in different places To research how Christmas is celebrated across the world To learn how to say 'Happy Christmas' in a range of languages</p>
<p>Physical Development</p>	<p><b>Dance</b> To repeat and remember simple body actions To remember a routine and perform with control To link three movements together and perform with a partner To develop a sequence using own music and style To perform showing accuracy and consistency To perform in a pair and small group remembering their own routine <b>Coaching - Dance</b> To engage with a new activity To develop key skills relating to a new activity To develop confidence to take on new challenges To respond and work with an unfamiliar sports coach</p>
<p>Key Vocab</p>	<p><b>Science:</b> season, autumn, winter, spring, summer, weather, climate, migrate, hibernate, environment, temperature, rain fall, meteorologist <b>Geography:</b> hemisphere, north, south, season, culture, tradition, celebration, worship, believe <b>Literacy :</b> traditional tale, poem, rhyme, describe, adjective <b>Maths :</b> ones, tens, hundreds, partition, estimate, show, more, less, shape, 2D, 3D, vertices, edge, side, corner, face, angle, acute, obtuse, right <b>Theme Day :</b> Christmas market</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural:</b> Night 5th, Remembrance Day 11th, Anti Bullying Week 11th November, World Nursery Rhyme Week 11th Nov, St Andrews Day 30th Nov, Christmas, Hanukkah 25th –1st <b>Visits :</b> church, Christmas experience, Christmas market, Christmas grotto, listen to live music, plan a party <b>Passport :</b> watch a pantomime, perform with class, make a celebration card,</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b> <b>Relationships</b> - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe <b>Health and Wellbeing</b> - Mental wellbeing, Internet safety and harms, Physical health</p>

Spring Term 1 2024	Ticket to Ride
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p><b>Reading</b> Word Reading, Phonics, Reading Comprehension, Spelling common words <b>Writing</b> Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Addition, Subtraction, Multiplication, Division Number Bonds, Mental Calculation, Written Methods, Inverse Operations, Estimating and Checking Answers, Problem Solving, Multiplication and Division Facts, Written Calculation.  Geometry - Position and Direction Position, Direction and movement, Pattern</p>
<p>Science</p>	<p><b>Forces</b> To compare how things move on different surfaces To explore magnetic force (attract and repel) To compare and sort magnetic materials To explore friction To explore air and water resistance To investigate gravity and the part Isaac Newton played in it's discovery.</p>
<p>Creative Development</p>	<p><b>Designing, Making and Evaluating—ENTERPRISE</b> To design items for an Enterprise event To make products To advertise and price items To attend an event to present and sell enterprise products  <b>Making things move</b> To use a range of mechanisms linked to transport To review and evaluate their own construction To use technical terms to describe own construction</p>
<p>Understanding the World History/Computing/Geography</p>	<p><b>History of transport</b> To compare and describe transport over time To construct a timeline of transport  <b>Field work/computing</b> To explore train and road maps To understand compass points and positional language (train/road maps) To use a range of technical resources to give and follow positional commands</p>
<p>Physical Development</p>	<p><b>Games (class dependent)</b> To demonstrate control when catching, throwing and kicking To send a ball in a chosen direction To throw and receive with accuracy To begin to use tactics in a game To begin to know how to use and follow the rules in a game To take on a leadership role in a game</p>
<p>Key Vocabulary</p>	<p><b>Science:</b> push, pull, magnetic, metal, attract, repel, classify, friction, resistance, slow, fast, move, buoyance, gravity, Issac Newton, fall, sink, float <b>Geography/ Computing:</b> maps, routes, north, south, east, west, left, right, up, down, algorithm, instruct, command, direction <b>History:</b> old , new, change, modern, speed, inventor, transport, advantage, disadvantage, first, then, before, after <b>Literacy :</b> non fiction, text, leaflet, facts, information, ticket, pass, inform <b>Maths :</b> add, plus, sum, all together, take away, subtract, minus, less, times, multiply, lots of, divide, share, equal, operation, method, column, number sentence, calculate, check, inverse, opposite, up, down, left, right, north, south, east, west, on, in, behind, in front, pattern, repeat</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural :</b> Burns Night 25th Jan, Chinese New Year 29th, February LGBTQ+ history month, Children's Mental Health Week 3rd-9th Feb, Safer Internet Day 11th Feb, Valentines 14th,  <b>Visits:</b> train station, bus stop, airport, transport museum, ferry ,  <b>Passport :</b> train ride, bus ride, go on a boat, ride a bike  <b>Theme Day :</b> Transport Day? TBC</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b>  <b>Relationships</b> - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe  <b>Health and Wellbeing</b> - Mental wellbeing, Internet safety and harms, Physical health</p>

Spring Term 2 2024	Artist study
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p>Reading Word Reading, Phonics, Reading Comprehension, Spelling common words Writing Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Addition, Subtraction, Multiplication, Division Number Bonds, Mental Calculation, Written Methods, Inverse Operations, Estimating and Checking Answers, Problem Solving, Multiplication and Division Facts, Written Calculation. Geometry - Position and Direction Position, Direction and movement, Pattern</p>
<p>Science</p>	<p><b>Materials</b> To identify and compare the suitability of a variety of everyday materials To find out about how materials can be changed through squashing, bending, twisting and stretching To compare and group materials in all three states To explore changes of state (solids, liquids, gases) To explore reversible changes (dissolving, condensing)</p>
<p>Creative Development</p>	<p><b>Art and Design</b> To suggest how artists have used colour, pattern and shape To know how to create a piece of art in response to the work of another artist To describe what can be seen and give an opinion about the work of an artist To know that paintings, drawings and sculptures have meaning To identify visual qualities of an object when evaluating an artists work</p>
<p>Understanding the World History</p>	<p><b>Significant people in History</b> Through a range of chosen artists - Learn about the life of a significant person in history To make comparisons between their own life and the life of a significant artist To understand how a historian finds information from the past (lives of others)</p>
<p>Physical Development</p>	<p><b>Coaching TBC</b> To engage with a new activity To develop key skills relating to a new activity To develop confidence to take on new challenges To respond and work with an unfamiliar sports coach</p>
<p>Key Vocabulary</p>	<p><b>Science:</b> plastic, wood, metal, glass, strong, hard, flexible, test, compare, use, solid, liquid, gas, poured, move, change, reversible, melt, cool, solidify, soluble, dissolve, evaporate, condense, change, notice, I wonder, <b>History:</b> life, inspiration, background, culture, same, different, before, after, research, source, artefact, painting, sculpture, architecture <b>Literacy :</b> biography, life story, <b>Maths :</b> add, plus, sum, all together, take away, subtract, minus, less, times, multiply, lots of, divide, share, equal, operation, method, column, number sentence, calculate, check, inverse, opposite, up, down, left, right, north, south, east, west, on, in, behind, in front, pattern, repeat, copy</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural</b> Ramadan 28th—30th March, Shrove Tuesday 4th, World Book Day 6th, Science Week 7th-16th March, International Womens Day 8th, Holi 14th, St Patricks Day 17th March, Mothers Day 30th March, Eid 30-31st, Easter <b>Visits :</b> art gallery, visit a local art studio/ look at local artwork <b>Passport :</b> make a big piece of art, <b>Theme Day :</b> Ellera Art Exhibition , World Book Day</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b> <b>Relationships</b> - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe <b>Health and Wellbeing</b> - Mental wellbeing, Internet safety and harms, Physical health</p>

Summer Term 1 2024	Nature Detectives
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p>Reading - Word Reading, Phonics, Reading Comprehension, Spelling common words Writing - Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Fractions and Decimals Counting in Fractional Steps, Recognising Fractions, Comparing Fractions, Equivalence including fractions, decimals and percentages, Problem Solving. Measurement Comparing and Estimating, Measuring and Calculating, Telling the Time, Converting</p>
<p>Science</p>	<p><b>Animals</b> To identify and name animals belonging to different categories (fish, amphibians, reptiles, birds, mammals) To identify and name a variety of common animals that are carnivores, herbivores and omnivores To associate animals with their habitats and needs To order a range of food chains To identify that animals get their nutrition from their food To identify that animals and some humans have different types of skeletons and muscles</p>
<p>Creative Development</p>	<p><b>Drawing</b> To use different grades of pencil whilst drawing To use a view finder to draw one aspect of an object or image To know how to use charcoal, pastels and pencils to create art To know how to use pencils to create lines of different thickness' in art.</p>
<p>Understanding the World Geography</p>	<p><b>Rainforest study</b> To understand the different features of the rainforest To explore rainforest weather and conditions To investigate living things in the rainforest and compare to those in the UK To begin to understand why the rainforest is at risk</p>
<p>Physical Development</p>	<p><b>Dance</b> To repeat and remember simple body actions To remember a routine and perform with control To link three movements together and perform with a partner To develop a sequence using own music and style To perform showing accuracy and consistency To perform in a pair and small group remembering their own routine <b>Coaching - Dance</b> To engage with a new activity To develop key skills relating to a new activity To develop confidence to take on new challenges To respond and work with an unfamiliar sports coach</p>
<p>Key Vocabulary</p>	<p><b>Science:</b> fish, amphibians, reptiles, birds, mammals, classify, habitat, shelter, food, food chain, nutrition, skeleton, protect, support, move, endoskeleton, exoskeleton <b>Geography:</b> layer, climate, tropical, humid, deforestation, canopy, equator, wet, warm, <b>Literacy :</b> persuade, factfile, non fiction, fact, beginning, middle, end, <b>Maths :</b> fraction, half, third, quarter, tenth, share, equal, divide, percentage, decimal, numerator, denominator, time, digital, analogue, before, after, when, convert, weight, length, height, capacity, units</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural :</b> Vesak 12th May <b>Visits:</b> park, beach, local woods <b>Passport :</b> hold a mini best, make a bug hotel, go on a picnic, visit the beach, go crabbing <b>Theme Day :</b> TBC</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b> <b>Relationships -</b> Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe <b>Health and Wellbeing -</b> Mental wellbeing, Internet safety and harms, Physical health</p>

Summer Term 2 2024	Wild card topic
<p>Literacy - See Writing/Reading and Genre coverage documents</p>	<p>Reading - Word Reading, Phonics, Reading Comprehension, Spelling common words Writing - Letter and Word Formation, Composition, Vocabulary, Grammar and Punctuation</p>
<p>Maths - See maths coverage documents</p>	<p>Fractions and Decimals Counting in Fractional Steps, Recognising Fractions, Comparing Fractions, Equivalence including fractions, decimals and percentages, Problem Solving. Measurement Comparing and Estimating, Measuring and Calculating, Telling the Time, Converting</p>
<p>Science</p>	<p><b>Extreme weather</b> <b>Earthquakes, Volcanoes, Tsunamis, Tornadoes</b> To know the different types of extreme weather To begin to understand the cause of each extreme weather type To understand preparation for and the impact of extreme weather To begin to understand how extreme weather is tracked and measured</p>
<p>Creative Development</p>	<p>Informed by chosen wild card topic To be completed by class teacher</p>
<p>Understanding the World</p>	<p>Informed by chosen wild card topic To be completed by class teacher</p>
<p>Physical Development</p>	<p><b>Games (class dependent)</b> To demonstrate control when catching, throwing and kicking To send a ball in a chosen direction To throw and receive with accuracy To begin to use tactics in a game To begin to know how to use and follow the rules in a game To take on a leadership role in a game <b>Athletics</b> To respond to stop and start instructions during a range of activities To run skilfully negotiating space and obstacles To run at different paces in control To show control whilst taking off and landing To demonstrate stamina To combine running and jumping To take part in relay races</p>
<p>Key Vocabulary</p>	<p><b>Science:</b> extreme, prepare, measure, track, cause, impact, location <b>History/ Geography:</b> Informed by Wild Card topic. <b>Literacy :</b> Informed by Wild Card topic. <b>Maths :</b> fraction, half, third, quarter, tenth, share, equal, divide, percentage, decimal, numerator, denominator, time, digital, analogue, before, after, when, convert, weight, length, height, capacity, units</p>
<p>Personal Development and Enrichment Opportunities</p>	<p><b>RE/ Cultural :</b> Fathers Day June 12th <b>Visits:</b> Informed by Wild Card topic. <b>Passport :</b> water fight, sleep away from home, <b>Theme Day—</b> Assembly/ showcase of wild card topic for another class or parents</p>
<p>PSHE</p>	<p><b>Across the curriculum there are daily opportunities for children to develop in terms on their personal, social and health education. These are taught incidentally and led by the pupils' individual needs.</b> <b>Relationships</b> - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe <b>Health and Wellbeing</b> - Mental wellbeing, Internet safety and harms, Physical health</p>