

EWANRIGG JUNIOR SCHOOL
LOWER SCHOOL LONG TERM PLAN

CYCLE 2

YEAR 3

	Autumn term		Spring term		Summer term	
Texts studied:	Once Upon an Ordinary School Day Colin McNaughton	Animal Fiction Texts: Varjak Paw Two Frogs	Ice Palace by Robert Swindells	Little Wolf's Book of Badness	Non-fiction Owls Habitats	Playscripts
Writing genres include:	Description	Discursive Letter Newspaper	Instructions Descriptive Writing Kennings	Diary Letters Discursive	Information Text	Playscripts
Maths	<p>Number and Place Value</p> <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 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> 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 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Multiplication and Division</p> <ul style="list-style-type: none"> 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.

Fractions (including decimals and percentages)

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominator
- solve problems that involve all of the above.

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - properties of space

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

	<ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 				
<p style="text-align: center;">Science</p>	<p>Light and Shadow(Light)</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. 	<p>Heating and Cooling (States of Matter)</p> <ul style="list-style-type: none"> • 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(°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Solids and Liquids (States of Matter)</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids,liquids or gases 	<p>Habitats (Living things and their Habitats)</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, includingmicro- habitats • describe how animals obtain their food from plants and other animals, using theidea of a simple food chain, and identify and name different sources of food. 	<p>Circuits (Electricity)</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
<p style="text-align: center;">History</p>	<p>Be All You Can Be - History of Maryport</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>a study of an aspect of history or a site dating from a</p>		<p>Invaders and Settlers- Romans Depth C</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent 		<p>Invaders and Settlers - Anglo Saxons Depth C</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the westernRoman Empire Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and villagelife • Anglo-Saxon art and culture • Christian conversion - Canterbury, Iona and

	period beyond 1066 that is significant in the locality.		and the impact of technology, culture and beliefs, including early Christianity		Lindisfarne	
Geography					<p style="text-align: center;">Madagascar</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
P.E.	<p>Multi-skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination <p>Circuits / parachutes</p> <ul style="list-style-type: none"> develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns <p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Swimming</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <p>Dance/Gymnastics</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <p>Football/netball/Rugby</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Athletics (multiskills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Cricket/tennis / golf.</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Athletics (multiskills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Cricket/tennis</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

<p style="text-align: center;">Art D.T.</p>	<p>Seascapes-drawing painting</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 			<p>Famous English Paintings- Lowery and Hockney</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>Line /Tone Drawings- Owls</p> <p>Cityscapes -collage</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	
<p style="text-align: center;">COMPUTING</p>	<p>4.5 WORD PROCESSING WE ARE CO-AUTHORS ENG SC GEOG ART DESIG 3.4 WE ARE NETWORK ENGINEERS DT GEOG SC Pupils should be taught: 4.5 -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively. -use and combine a variety of software on a range of digital devices to design and create a range of programs,</p>	<p>3.2 WE ARE BUG FIXES- THINKMYSELF/ SCATCH ENG MA SC 5.4 E-SAFETY WE ARE WEB DESIGNERS PSHCE ENG Pupils should be taught: 3.2Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals 5.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely,</p>	<p>4.4 WE ARE HTML EDITORS URL ADDRESSES ENG 3.3 WE ARE PRESENTERS-PHOTOSTORY ENG MA HIS GEOG WE ARE HISTORIANS – CENSUS Pupils should be taught: 4.4-understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use and combine a variety of software (including</p>	<p>3.2 WE ARE BUG FIXES- THINKMYSELF AND SCARTCH ENG MA SC 4.1 WE ARE SOFTWARE DEVELOPERS-CODING/SCRATCH MA ENG Pupils should be taught: 3.2 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals 4.1 Design, write and debug programs that accomplish specific goals, Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain</p>	<p>3.5 WE ARE COMMUNICATORS EMAILING ENG MA SC DT HIS PSHCE ART Pupils should be taught: 3.5-understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour SCIENCE Data loggers to be used in class</p>	<p>4.3 WE ARE MUSICIANS MATHS MUSIC INPUT/OUTPUT SC Pupils should be taught: 4.3 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. - and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; INPUT/OUTPUT -Use sequence, selection, and repetition in programs; work with variables and various</p>

	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>3.4 Understand computer networks including the internet; how they can provide multiple services, such as the WWW</p> <p>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact</p>	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals,</p>	<p>internet services</p> <p>3.3 select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>HISTORIANS</p> <p>-appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use search technologies effectively.</p> <p>Use search technologies effectively.</p>	<p>forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
<p>Music</p>	<p>Music afternoons- 1 every half term</p> <p>Recorders</p> <p>Class Orchestra</p> <p>Serious Jocking</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded 			<p>Drumming</p> <p>Signing</p> <p>Boom whackers</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			

		music drawn from different traditions and from great composers and musicians						
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SMSC	S	SEALS: New Beginnings School council caps elections Responsibility Cap applications	SEALS: Getting on and falling out Anti Bullying Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance	SEALS: Going for goals Easter fayre	SEALS: Good to be me Rock Challenge	SEALS: Relationship Residential trips	SEALS: Changes Sports day Summer performance	
	M	<u>Feelings and relationships (Assembly & PCSO Visit)</u> Different relationships Friendship Playground behaviour Bullying Cybersafety		<u>Money (Assembly)</u> Can we afford it? Where money comes from Money differences Where money goes Savings accounts Value for money		<u>Choices (Assembly)</u> Making choices Expressing opinions Hobbies and sport Choosing a career Choosing a present Using money wisely		
	S	Daily collective worship Church visit- Nativity RE Immersion Day - Sacred Texts and Stories (AT1 - Learning about religion & AT2 - Learning from religion) Lower School - Hinduism, Islam and Judaism	Church visit- Easter RE Immersion Day - Responsibility and Duty (AT1 & AT2) Lower School - Hinduism, Islam and Judaism		Church visit- Presentation assembly RE Immersion Day - Gods/Deities/Important figures (AT1 & AT2) Lower School - Hinduism, Islam and Judaism			
		10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Lower School - Hinduism, Islam and Judaism				10 week block - Art & Symbolism and Life & Death (AT1 & AT2) Lower School - Hinduism, Islam and Judaism		
	C	Immersion day: British values <ul style="list-style-type: none"> Democracy Rule of law Individual liberty Mutual respect Tolerance of others Royal family and national anthem				Residential international visit British Values Immersion afternoon (Upper School and Lower School) Royal Family		

		British Values Immersion afternoon (Upper School and Lower School) Democracy, Rule of Law and Individual Liberty	
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Children work in a 10 week cycle of Cooking, Religious Education and PSHCE