

LONG TERM FORECAST		YEAR 3	2019-2020
	ENGLISH		
English Reading: Word reading Reading: Comprehension Speaking and Listening Writing: Transcription Writing: Grammar and Punctuation Writing: Spelling Writing: Handwriting		English Text Types: Film scripts Stories (flashbacks, issue/dilemma) Plays Traditional stories (fables, myths, legends) Explanations Persuasion Recount Instructions Biography/autobiography Journalistic writing Non-chronological reports Poetry	
	MATHS		
Number: Place value Number: Addition and subtraction Number: Multiplication and division Number: Fractions		Measurement: money Measurement: Length and perimeter Measurement: Time Measurement: Mass and capacity	Geometry: Properties of shapes Statistics
	SCIENCE		
Rocks-compare/soils Forces & Magnets Light		Animals inc humans-health skeletons Plants-Functions	
	COMPUTING		
<ul style="list-style-type: none">• We are programmers: Programming – Programming an animation.• We are bug fixers: Computational thinking – Finding and correcting bugs in programs.• We are presenters: Creativity – Videoing performance.• We are vloggers: Computer networks – Making and sharing a short screencast presentation.• We are communicators: Communication/collaboration – Communicating safely on the internet.• We are opinion pollsters: Productivity – Collecting and analysing data.			
	GEOGRAPHY		
Geographical Enquiry <ul style="list-style-type: none">• Use correct geographical words to describe a place and the things that happen there• Identify key features of a locality by using a map• Begin to use a 4 figure grid references• Accurately plot NSEW on a map• Use some basic OS map symbols• Make accurate measurement of distances within 100Km		Physical Geography <ul style="list-style-type: none">• Use maps and atlases appropriately by using contents and indexes• Describe how volcanoes are created• Describe how earthquakes are created• Confidently describe physical features in a locality• Locate the Mediterranean and explain why it is a popular holiday destination• Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)	Human Geography <ul style="list-style-type: none">• Describe how volcanoes have an impact on people's life• Confidently describe human features in a locality• Explain why a locality has certain human features• Explain why a place is like it is• Explain how the lives of people living in the Mediterranean would be different from their own
Geographical Knowledge <ul style="list-style-type: none">• Name a number of countries in the Northern Hemisphere• Locate and name some of the world's most famous volcanoes• Name and locate some well-known European countries• Name and locate the capital cities of neighbouring European countries• Are they aware of different weather in different parts of the world, especially Europe?			
	HISTORY		
Period in time: Changes in Britain a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Chronological understanding <ul style="list-style-type: none">• Describe events and periods using the words: BC, AD and decade• Describe events from the past using dates when things happened		Knowledge and interpretation <ul style="list-style-type: none">• Appreciate that the early Brits would not have communicated as we do or have eaten as we do• Begin to picture what life would have been like for the early settlers? • Can they recognise that Britain	Historical enquiry <ul style="list-style-type: none">• Recognise the part that archaeologists have had in helping us understand more about what happened in the past• Use various sources of evidence to answer ques-tions

<ul style="list-style-type: none">• Describe events and periods using the words: ancient and century• Use a timeline within a specific time in history to set out the order things may have happened• Use their mathematical knowledge to work out how long ago events would have happened	has been invaded by several different groups over time <ul style="list-style-type: none">• Realise that invaders in the past would have fought fiercely, using hand to hand combat• Suggest why certain events happened as they did in history• Suggest why certain people acted as they did in history	<ul style="list-style-type: none">• Use various sources to piece together information about a period in history• Research a specific event from the past• Use their 'information finding' skills in writing to help them write about historical information• Through research identify similarities and differences between given periods in history
	DT -To take inspiration from design throughout history: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.	
Food: <ul style="list-style-type: none">• I can prepare ingredients hygienically.• I can use appropriate utensils.• I can measure ingredients to the nearest gram accurately.• I can follow a recipe.• I can assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).• understand and apply the principles of a healthy and varied diet• To know where and how a variety of ingredients are grown.	Materials: <ul style="list-style-type: none">• I can cut materials accurately and safely by selecting appropriate tools.• I can measure and mark out to the nearest millimetre.• I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).• I can select appropriate joining techniques.	
Computing: <ul style="list-style-type: none">• I can control and monitor models using software designed for this purpose.	Construction: <ul style="list-style-type: none">• I can choose suitable techniques to construct products or to repair items.• I can strengthen materials using suitable techniques.	To Design, Make, Evaluate and Improve: <ul style="list-style-type: none">• I can design with purpose by identifying opportunities to design.• I can make products by working efficiently (such as by carefully selecting materials).• I can refine work and techniques as work progresses, continually evaluating the product design.• I can use software to design and represent product designs.
	ART – sketch books required I can Develop ideas from starting points throughout the curriculum. I can collect information, sketches and resources. I can adapt and refine ideas as they progress. I can explore ideas in a variety of ways. I can comment on artworks using visual language.	
Painting: <ul style="list-style-type: none">• I can mix colours effectively.• I can use watercolour paint to produce washes for backgrounds then add detail.	Collage: <ul style="list-style-type: none">• Cut very accurately• Overlap materials• Experiment using different colours• Use mosaic• Use montage	Sculpture: <ul style="list-style-type: none">• Add onto their work to create texture and shape• Work with life size materials• Create pop-up• Add texture to a piece of work• Plan, create and evaluate a sculpture
Drawing: <ul style="list-style-type: none">• I can use shading to show light and shadow• I can use hatching and cross hatching to show tone and texture.		Print: <ul style="list-style-type: none">• Make a printing block• Make a 2 colour print.
	Digital Media: <ul style="list-style-type: none">• I can create images, video and sound recordings and explain why they were created.	Great Artists: <ul style="list-style-type: none">• I can replicate some of the techniques used by notable artists, artisans and designers. I can create original pieces that are influenced by studies of others.
	Religious Education	
What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals show what matters to a Muslim?
How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?

	PSHCE		
Autumn 1: Being me in my world Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning out learning charter.	Spring 1: Dreams and goals Dreams and goals My dreams and ambitions A new challenge Our new challenge Our new challenge: overcoming obstacles Celebrating my learning.	Summer 1: Relationships Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships.	
Autumn 2: Celebrating differences Families Family conflict Witness and feelings Words that harm Celebrating difference: compliments.	Spring 2: Healthy Me Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body.	Summer 2: Changing Me How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead.	
	Music		
To Perform <ul style="list-style-type: none">• I can maintain a simple part within a group.• I can pronounce words within a song clearly.• I can play notes on an instrument with care so that they are clear.	To Compose <ul style="list-style-type: none">• I can compose and perform melodic songs.• I can use sound to create abstract effects.• I can create repeated patterns with a range of instruments.	To Transcribe <ul style="list-style-type: none">• I can devise non-standard symbols to indicate when to play and rest.	To describe Music <ul style="list-style-type: none">• I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• I can evaluate music using musical vocabulary to identify areas of likes and dislikes.• I can understand layers of sounds and discuss their effect on mood and feelings.
Appraising Music <ul style="list-style-type: none">• Improve their work; explaining how it has improved• Use musical words (the elements of music) to describe a piece of music and compositions• Use musical words to describe what they like and dislike• Recognise the work of at least one famous composer			
	MFL		
Autumn term: Greetings, numbers and Christmas	Spring term: Numbers, colours and food	Summer term: Days and months	
	PE		
Autumn 2015-2016 Gymnastics Invasion game	Spring 2015-2016 Dance Net game	Summer 2015-2016 Athletics Striking and fielding game Outdoor Adventurous Activity	