

# Chipping Hill Primary School Year 3 Kites & Ospreys

## Long Term Plan - Curriculum Overview 2024 - 2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Overview	<b>Eruptions &amp; Tremors</b>	<b>Stone Age to Iron Age</b>	<b>South America &amp; Rainforest Roamers</b>		<b>Ancient Egypt</b>	<b>Spotlight on Witham</b>
English Texts / Genres	<p><b>Persuasion</b> - 'The Day the Crayons Quit'. Writing informal letters.</p> <p><b>Narrative:</b> Giraffes can't dance <b>Triumphing story</b></p> <p><b>Poetry - Shape Poems</b> linked to Volcanoes</p>	<p><b>Narrative -Guided voyage and return</b> Linked to 'Stone Age Boy'</p> <p><b>Instructions</b> - Based on 'How to Clean a Woolly Mammoth' &amp; 'Stone Age Boy</p> <p><b>.Non-Chronological Report</b> - Stone Age animals</p>	<p><b>Narrative -Tricking the monster</b> 'Warduff and the Corncob Caper'</p> <p><b>Persuasion - Visit South America</b></p> <p><b>Poetry free verse=-</b> Dragon poetry</p>	<p><b>Narrative -Warning story</b> The Great Kapok Tree</p> <p><b>Non Chronological</b> - Rainforests</p> <p><b>Poetry</b> -Haikus</p>	<p><b>Narrative -scene story</b> Window</p> <p><b>Explanations</b> - How to mummify a body.</p> <p><b>Poetry on a theme-</b> Plants</p>	<p><b>Recounts (diary)</b> - Based on the story 'The Diary of a Killer Cat' by Anne Fine</p> <p><b>Narrative to playscripts-</b> Traditional tales</p> <p><b>Poetry - diamante</b> -light</p>
GPS Focus	<ul style="list-style-type: none"> <li>Use correct grammatical terminology when discussing their writing</li> <li>Use and understand the terms consonant and vowel</li> <li>Use a or an appropriately</li> <li>Recognise what a pronoun is</li> <li>Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them</li> <li>Recognise and explain what a conjunction is</li> <li>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</li> <li>Recognise direct speech and inverted commas</li> <li>Use direct speech and inverted commas</li> </ul>		<ul style="list-style-type: none"> <li>Use correct grammatical terminology when discussing their writing</li> <li>Explore word families based on common words</li> <li>Use inverted commas</li> <li>Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</li> <li>Use prepositional phrases to add detail to sentences</li> <li>Identify prepositions</li> <li>Use prepositions to express time, cause and place e.g. before, after, during, in, because of</li> </ul>		<ul style="list-style-type: none"> <li>Use correct grammatical terminology when discussing their writing</li> <li>Create new nouns using prefixes</li> <li>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</li> <li>Understand what a main clause is</li> <li>Identify simple and compound sentences</li> <li>Identify adverbs</li> <li>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</li> </ul>	
Maths	<p><b>Number &amp; Place Value:</b></p> <ul style="list-style-type: none"> <li>Represent numbers to 100</li> <li>Partition numbers to 100</li> <li>Number line to 100</li> <li>Hundreds</li> <li>Represent numbers to 1000</li> <li>Partition numbers to 1000</li> </ul>	<p><b>Addition &amp; Subtraction:</b></p> <ul style="list-style-type: none"> <li>Complements to 100</li> <li>Estimate answers</li> <li>Inverse operations</li> <li>Make decisions</li> </ul> <p><b>Multiplication &amp; Division A:</b></p> <ul style="list-style-type: none"> <li>Multiplication - equal groups</li> <li>Use arrays</li> </ul>	<p><b>Multiplication &amp; Division B:</b></p> <ul style="list-style-type: none"> <li>Multiples of 10</li> <li>Related calculations</li> <li>Reasoning about multiplication</li> <li>Multiply a 2-digit number by a 1-digit number - no exchange</li> </ul>	<p><b>Fractions A:</b></p> <ul style="list-style-type: none"> <li>Understand the denominators of unit fractions</li> <li>Compare and order unit fractions</li> <li>Understand the numerators of non-unit fractions</li> </ul>	<p><b>Fractions B:</b></p> <ul style="list-style-type: none"> <li>Add fractions</li> <li>Subtract fractions</li> <li>Partition the whole</li> <li>Unit fractions of a set of objects</li> <li>Non-unit fractions of a set of objects</li> </ul>	<p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Minutes and seconds</li> <li>Units of time</li> <li>Solve problems with time</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Turns and angles</li> <li>Right angles</li> <li>Compare angles</li> </ul>

	<ul style="list-style-type: none"> <li>Flexible partitioning of numbers to 1000</li> <li>Hundreds, tens and ones</li> <li>1, 10, 100 more or less</li> <li>Number line to 1000</li> <li>Estimate on a number line to 1000</li> <li>Compare numbers to 1000</li> <li>Order numbers to 1000</li> <li>Count in 50s</li> </ul> <p><b>Addition &amp; Subtraction:</b></p> <ul style="list-style-type: none"> <li>Apply number bonds within 10</li> <li>Add and subtract 1s</li> <li>Add and subtract 10s</li> <li>Add and subtract 100s</li> <li>Spot the pattern</li> <li>Add 1s across a 10</li> <li>Add 10s across a 100</li> <li>Subtract 1s across a 10</li> <li>Subtract 10s across a 100</li> <li>Make connections</li> <li>Add 2 numbers (no exchange)</li> <li>Subtract 2 numbers (no exchange)</li> <li>Add 2 numbers (across a 10)</li> <li>Add 2 numbers (across a 100)</li> <li>Subtract 2 numbers (across a 10)</li> <li>Subtract 2 numbers (across a 100)</li> <li>Add 2-digit and 3-digit numbers</li> <li>Subtract a 2-digit number from a 3-digit number</li> </ul>	<ul style="list-style-type: none"> <li>Multiples of 2</li> <li>Multiples of 5 and 10</li> <li>Sharing and grouping</li> <li>Multiply by 3</li> <li>Divide by 3</li> <li>The 3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>The 4 times-table</li> <li>Multiply by 8</li> <li>Divide by 8</li> <li>The 8 times-table</li> <li>The 2, 4 and 8 times-tables</li> </ul> <p>RECAP &amp; CONSOLIDATION</p>	<ul style="list-style-type: none"> <li>Multiply a 2-digit number by a 1-digit number - with exchange</li> <li>Link multiplication and division</li> <li>Divide a 2-digit number by a 1-digit number - no exchange</li> <li>Divide a 2-digit number by a 1-digit number - flexible partitioning</li> <li>Divide a 2-digit number by a 1-digit number - with remainders</li> <li>Scaling</li> <li>How many ways?</li> </ul> <p><b>Length and Perimeter:</b></p> <ul style="list-style-type: none"> <li>Measure in metres and centimetres</li> <li>Measure in millimetres</li> <li>Measure in centimetres and millimetres</li> <li>Metres, centimetres and millimetres</li> <li>Equivalent lengths (metres and centimetres)</li> <li>Equivalent lengths (centimetres and millimetres)</li> <li>Compare lengths</li> <li>Add lengths</li> <li>Subtract lengths</li> <li>What is perimeter?</li> <li>Measure perimeter</li> <li>Calculate perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Understand the whole</li> <li>Compare and order non-unit fractions</li> <li>Fractions and scales</li> <li>Count in fractions on a number line</li> <li>Equivalent fractions on a number line</li> <li>Equivalent fractions as bar models</li> </ul> <p><b>Mass and Capacity:</b></p> <ul style="list-style-type: none"> <li>Use scales</li> <li>Measure mass in grams</li> <li>Measure mass in kilograms and grams</li> <li>Equivalent masses (kilograms and grams)</li> <li>Compare mass</li> <li>Add and subtract mass</li> <li>Measure capacity and volume in millilitres</li> <li>Measure capacity and volume in litres and millilitres</li> <li>Equivalent capacities and volumes (litres and millilitres)</li> <li>Compare capacity and volume</li> <li>Add and subtract capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning with fractions of an amount</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>Pounds and pence</li> <li>Convert pounds and pence</li> <li>Add money</li> <li>Subtract money</li> <li>Find change</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Roman numerals to 12</li> <li>Tell the time to 5 minutes</li> <li>Tell the time to the minute</li> <li>Read time on a digital clock</li> <li>Use am and pm</li> <li>Years, months and days</li> <li>Days and hours</li> <li>Hours and minutes - use start and end times</li> <li>Hours and minutes - use durations</li> </ul>	<ul style="list-style-type: none"> <li>Measure and draw accurately</li> <li>Horizontal and vertical</li> <li>Parallel and perpendicular</li> <li>Recognise and describe 2-D shapes</li> <li>Draw polygons</li> <li>Recognise and describe 3-D shapes</li> <li>Make 3-D shapes</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>Interpret pictograms</li> <li>Draw pictograms</li> <li>Interpret bar charts</li> <li>Draw bar charts</li> <li>Collect and represent data</li> <li>Two-way tables</li> </ul> <p>RECAP &amp; CONSOLIDATION</p>
Science	<b>Rocks &amp; Soil</b>	<b>Forces &amp; Magnets</b>	<b>Animals including humans - nutrition and skeletons</b>	<b>Plants - flowering plants</b>	<b>Light</b>	

Computing	Connecting Computers	Stop-frame Animation	Programming A - Sequence in Music Safer Internet Day (Tuesday 11 <sup>th</sup> February, 2025)	Data & Information - Branching Databases	Creating Media - Desktop Publishing	Programming B - Events in Action
Humanities	<b>Geography</b> - Volcanoes and Earthquakes (Rocky Natural Disasters)	<b>History</b> - Stone Age to Iron Age	<b>Geography</b> - South America & Rainforests		<b>History</b> - Ancient Egyptians	<b>History</b> - Local area study - What stories does Witham tell us about its past?
Art	<b>Printing Focus</b> Relief printing Focus Artist: Kate Watkins	<b>Drawing focus:</b> sketching from observation Special objects/ Stonehenge	<b>Painting Focus:</b> Cubism Focus Artist: Romero Britto		<b>Sculpture focus</b> Clay modelling Canopic Jars -Ancient Egyptians	
DT		<b>Textiles 2D Shape to 3D Product</b> - Christmas Stocking		<b>Mechanical Systems - Pneumatics</b> (Pneumatic Toys - rainforest animal)		<b>Food - Healthy &amp; Varied Diet</b> (Healthy snack bar for Sports Day)
RE	Disciplinary Focus: Human / Social Sciences Enquiry Question(s): How do people express commitment to a religion/worldview in different ways? 3.1 <b>Multi-faith</b>	Disciplinary Focus: Theology Enquiry Question(s): What is the Trinity? 3.2 <b>Christianity</b>	Disciplinary Focus: Philosophy Enquiry Question(s): What is philosophy? How do people make moral decisions? 3.3 <b>Multi-faith</b>	Disciplinary Focus: Theology Enquiry Question(s): What do Muslims believe about God? 3.4 <b>Islam</b>	Disciplinary Focus: Human / Social Sciences Enquiry Question(s): What difference does being a Muslim make to daily life? 3.5 <b>Islam</b>	
PSHE	<b>Mental Health &amp; Wellbeing</b> <b>Mental health and emotional wellbeing:</b> Strengths and challenges	<b>Keeping safe and managing risk:</b> Bullying	<b>Physical health and wellbeing:</b> What helps me choose?	<b>Identity, society and equality:</b> Celebrating difference	<b>Drug, alcohol and tobacco education:</b> Tobacco is a drug	<b>First Aid:</b> Bites and stings <b>Keeping safe:</b> Rail, roads and online Home Safety - Essex Fire and Police
PE	<b>FUNDAMENTALS</b> 1. LI- Develop balance and apply it to other fundamental movement skills. 2. LI- Understand how the body moves differently at different speeds. 3. LI- Develop technique when changing speed. 4. LI- Develop agility using a change of speed and direction.	<b>BASKETBALL</b> 1. LI- Develop the attacking skill of dribbling. 2. LI- Protect the ball when dribbling against an opponent. 3. LI- Develop passing and recognise when to use this skill. 4. LI- Use defending skills to delay an opponent and gain possession. 5. LI- Develop technique in the attacking skill of shooting.	<b>FOOTBALL</b> 1. LI- Develop the attacking skill of dribbling. 2. LI- Develop changing direction and speed when dribbling. 3. LI- Develop passing and begin to recognise when to use this skill. 4. LI- Apply attacking skills to move towards a goal. 5. LI- Use defending skills to delay an opponent and gain possession.	<b>FITNESS</b> (Coach James)  Sessions planned and led by Coach James.  Both teacher and HLTA to be out supporting every session  <b>DANCE</b> 1. LI- Create actions in response to a stimulus and move in unison.	<b>CRICKET</b> 1. LI- Learn how to score points in a striking and fielding game. 2. LI- Develop batting to score points. 3. LI- Develop fielding skills to limit the batter's score. 4. LI- Understand the role of a bowler. 5. LI- Develop understanding of tactics and begin to use them.	<b>ATHLETICS</b> 1. LI- Develop the sprinting technique. (Include run off for sports day) 2. LI- Develop changeover technique in relay events. 3. LI- Develop jumping technique in a range of approaches and take off positions. 4. LI- Develop throwing for distance.

	<p>5. LI- Develop technique and control when jumping, hopping and landing. 6. LI- Apply fundamental skills to a variety of games</p> <p><b>OUTDOOR ADVENTUROUS ACTIVITIES</b></p> <p>1. LI- Develop co-operation and teamwork skills. 2. LI- Develop trust and teamwork. 3. LI- Involve all team members to work towards a shared goal. 4. LI- Develop trust whilst following instructions. 5. LI- Identify objects, draw and follow a simple map. 6. LI- Draw a route using directions, orientate a map and navigate around a grid.</p>	<p>6. LI- Apply skills and knowledge to compete in a tournament.</p> <p><b>GYMNASTICS</b></p> <p>1. LI- Create interesting point and patch balances. 2. LI- Develop point and patch balances on apparatus. 3. LI- Develop stepping into shape jumps with control. 4. LI- Develop stepping into shape jumps using apparatus. 5. LI- Develop the straight, barrel and forward roll. 6. LI- Include rolls in sequence work using apparatus.</p>	<p>6. LI- Apply skills and knowledge to compete in a tournament.</p> <p><b>GYMNASTICS (cont.)</b></p> <p>1. LI- Transition smoothly into and out of balances. 2. LI- Transition smoothly in and out of balances using apparatus. 3. LI- Create a sequence with matching and contrasting actions and shapes. 4. LI- Create a sequence on apparatus using matching and contrasting. 5. LI- Create a partner sequence using the skills learnt. 6. LI- Create a partner sequence using the skills learnt.</p>	<p>2. LI- Create actions to move in contact with a partner. 3. LI- Select and link appropriate actions and dynamics to show a dance idea. 4. LI- Remember, repeat and create actions to represent an idea. 5. LI- Share ideas of actions and dynamics to create a dance. 6. LI- Use choreographing ideas to develop our dance.</p>	<p>6. LI- Apply skills to play games using cricket rules.</p> <p><b>DANCE (cont.)</b></p> <p>1. LI- Use straight pathways and clear changes in direction in a line dance. 2. LI- Use canon and unison to make our line dance look interesting. 3. LI- Use formations to make a dance look interesting. 4. LI- Remember, repeat and create actions around a theme. 5. LI- Understand and use formations. 6. LI- Structure a dance to represent a theme.</p>	<p>5. LI- Develop throwing for distance in a pull throw. 6. LI- Develop officiating and performing skills.</p> <p><b>DODGEBALL</b></p> <p>1. LI- Develop throwing towards a moving target. 2. LI- Develop throwing to get players out. 3. LI- Identify and develop the skills needed to avoid being hit. 4. LI- Develop and apply dodging skills. 5. LI- Develop catching skills. 6. LI- Develop catching skills and be confident within a game.</p>
Music	<b>Volcanoes</b>	<b>Stone Age</b>	<b>Pitch and Notation - recorders</b>	<b>Rainforests Compositions</b>	<b>In the Garden</b>	<b>Radio Programme</b>
MFL - Spanish "La Jolie Ronde"	<b>La Jolie Ronde</b> - Lesson 1-3 (Numbers 1-10, Greetings and classroom instructions)	<b>La Jolie Ronde</b> - Lesson 4-5 (Ask for and give name and revision of numbers) Christmas lessons (Nativity vocabulary and a letter to the three Kings)	<b>La Jolie Ronde</b> - Lesson 6-8 (Colours and names of fruit)	<b>La Jolie Ronde</b> - Lesson 9 (Letter sounds and use knowledge of sound patterns to develop a short rap) Easter lessons (Spring time vocabulary and weather conditions)	<b>La Jolie Ronde</b> - Lesson 10 (Days of the week)	<b>La Jolie Ronde</b> - Lesson 11 (Months of the Year)