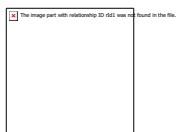
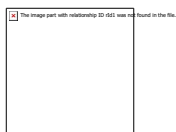


Long Term Plan

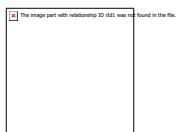
Year 3



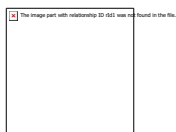
2022 - 2023	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 8 weeks	
English Suggested texts	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <p>George's Marvellous Medicine Roman Myths</p>	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <p>Falconius Fox Pompeii</p>	<p>Learning Objective: Fiction, Non-fiction, Poetry</p> <p>Beowulf Norse Myths</p>	<p>Learning Objective: Fiction, Non fiction Poetry</p> <p>Portia Spider (non- chronological reports) Deforestation</p>	<p>Learning Objective: Fiction, Non fiction Poetry</p> <p>Lion and the Unicorn Otto The Little Ships</p>	<p>Learning Objective: Fiction, Non fiction Poetry</p> <p>The Firebird</p>
Writing composition	<p>Learning Objective: Students learn how to re- tell familiar stories. Narratives based on predicted story endings</p> <p>Success criteria: Students can confidently re-tell familiar stories and creatively predict story endings.</p>	<p>Learning Objective: Students explore what is: Persuasive speech Non-chronological reports Poetry</p> <p>Success criteria: Students can confidently demonstrate correct use of persuasive speech and write a non-chronological report</p>	<p>Learning Objective: Students study: Narratives based on predicted story endings Character/setting descriptions</p> <p>Success criteria: Students can confidently demonstrate correct application of a predicted story ending.</p>	<p>Learning Objective: Students analyse: What is Persuasive speech Non-chronological reports Poetry</p> <p>Success criteria: Students can confidently demonstrate correct application of persuasive speech and are able to accurately write a non- chronological report.</p>	<p>Learning Objective: Students explore: Personal writing – diaries, letters</p> <p>Success criteria: Students can confidently compose a piece of personal writing and write an entry for a diary.</p>	<p>Learning Objective: Students explore: Non-chronological reports</p> <p>Success criteria: Students can confidently construct a non- chronological report.</p>
Reading Word and Comprehension	<p>Reference to Oxford Reading Criterion Scale for planning and assessment of reading. Use of comprehension activities from Twinkl and other age/ability appropriate sources.</p> <p>Develop reading, vocabulary and pronunciation of new words. Discuss and read a range of fiction, poetry and plays, non-fiction and reference books. Reading for a range of purposes. Increase familiarity of myths, legends, traditional stories, fiction from literary heritage and other cultures. Make comparisons. Learn poetry by heart. Understanding inference and intonation. Developing summarising, recall and prediction skills. Learning how language structure and presentation contribute to meaning. Distinguish between fact, opinion, being able to justify and debate with evidence. Recognise different themes and compare characters.</p>					
Sentence level features: Grammar & Punctuation	<p>Learning Objective: Students learn about: Punctuating sentences Adjectives and verbs Retrieving text Understanding vocabulary Summarising text Inferring text</p> <p>Success criteria:</p>	<p>Learning Objective: Students learn about: Inverted commas Persuasive phrases Adverbs Using compound sentences</p> <p>Using apostrophes for possession. Singular and plural possession</p>	<p>Learning Objective: Students study: Fronted Adverbials Verbs and adverbs Retrieving text Understanding vocabulary Summarising text Inferring text</p> <p>Success criteria:</p>	<p>Learning Objective: Students study: Subordinating clauses Adjectives Describing characters and Comparing versions of the story Prepositions Punctuation, grammar reinforcement</p>	<p>Learning Objective: Students study: Relative clauses Verbs, adverbs and adjectives Using apostrophes for possession. Singular and plural possession – test Prepositions Punctuation, grammar reinforcement</p>	<p>Learning Objective: Students study: Relative clauses Suffixes Sequencing sentences Nouns, verbs, adjectives</p> <p>Success criteria: Students can confidently apply correct use of: Prefixes Suffixes</p>



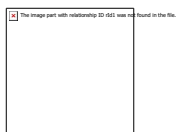
	<p>Students can confidently apply correct use of: Punctuated sentences Adjectives and verbs</p>	<p>Success criteria: Students can confidently apply correct use of: Inverted commas Persuasive phrases Adverbs</p>	<p>Students can confidently apply correct use of: Fronted Adverbials Verbs and adverbs</p>	<p>Success criteria: Students can confidently apply correct use of: Subordinating clauses Adjectives</p>	<p>Success criteria: Students can confidently apply correct use of: Relative clauses Verbs, adverbs and adjectives</p>	<p>Sequencing sentences Nouns, verbs, adjectives</p>
Spelling	<p>Learning Objective: Students study: Long and short 'ei' sound Words spelled with 'ear' Homophones and near homophones Success criteria: Students understand how to correctly use: Long and short 'ei' sound Words spelled with 'ear' Homophones and near homophones</p>	<p>Learning Objective: Students learn about: Creating adverbs with the suffix -ly including exceptions to the rule Success criteria: Students understand how to correctly use: adverbs with the suffix -ly including exceptions to the rule</p>	<p>Learning Objective: Students learn about: Words with the short 'i' sound using 'y' Adding suffixes to words beginning with a vowel Negative meaning prefixes using mis- and dis- Success criteria: Students understand how to correctly use: Words with the short 'i' sound using 'y' Adding suffixes to words beginning with a vowel Negative meaning prefixes using mis- and dis-</p>	<p>Learning Objective: Students analyse: Homophones and near homophones Prefixes bi- and re- words with a 'sh' sound spelled with 'ch' Success criteria: Students understand how to correctly spell: Homophones and near homophones Prefixes bi- and re- words with a 'sh' sound spelled with 'ch'</p>	<p>Learning Objective: Students begin to understand: Words ending in 'ary' Success criteria: Students understand how to correctly spell: Words ending in 'ary'</p>	<p>Learning Objective: Students analyse: Words with the short 'u' sound using 'ture' Word families Success criteria: Students understand how to correctly spell: Words with the short 'u' sound using 'ture'</p>
Maths	<p>White Rose Maths New Version Learning Objective: Students learn about: Number and place value Addition and subtraction Success criteria: Students can confidently show they understand how to work out problems in: Number and place value Addition and subtraction</p>	<p>White Rose Maths New Version Learning Objective: Students explore: Length and perimeter Multiplication and division Success criteria: Students can confidently show they understand how to work out problems in:</p>	<p>White Rose Maths New Version Learning Objective: Students study: Multiplication and division Success criteria: Students can confidently show they understand how to work out problems in: Multiplication and division</p>	<p>White Rose Maths New Version Learning Objective: Students learn about: Measurement/ Area Fractions Decimals Success criteria: Students can confidently show they understand</p>	<p>White Rose Maths New Version Learning Objective: Students learn about: Decimals Money Success criteria: Students can confidently show they understand how to work out problems in: Decimals</p>	<p>White Rose Maths New Version Learning Objective: Students explore: Time Statistics Geometry – Position and direction Success criteria: Students can confidently show they understand how to work out problems in:</p>



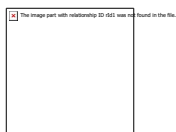
		<p>Length and perimeter</p> <p>Multiplication and division</p>		<p>how to work out problems in:</p> <p>Measurement/ Area</p> <p>Fractions</p> <p>Decimals</p>	<p>Money</p>	<p>Time</p> <p>Statistics</p> <p>Geometry – Position and direction</p>
Science	<p>Animals including humans</p> <p>Learning Objective: Students learn about: nutrition, food labels, skeletons, muscles. Movement and feeding</p> <p>Success criteria: Students can confidently show they understand about: The similarities and differences between the different species/types of animals and humans across their anatomy and how they function and move. Shows secure knowledge about the types of skeleton that exist and the categories of omnivores, herbivores, carnivores and how this is related to their skeletal structure and formation of teeth.</p>	<p>Forces and Magnets</p> <p>Learning Objective: Students will explore: Forces and magnets that push and pull, and slow and fast magnetic forces and poles.</p> <p>Success criteria: Students can confidently show they understand about: Forces and magnets and how they pull and push towards and away from each other. Shows secure knowledge about gravity and the principal of magnetism.</p>	<p>Light</p> <p>Learning Objective: Students will explore: Light and dark, reflections, mirrors, sun safety, changing shadows.</p> <p>Success criteria: Students can confidently show they understand about: How light and dark work and how they change in relation time and what they create and cause changes.</p>	<p>Rocks and Soils</p> <p>Learning Objective: Students will explore: Different types of rocks, properties and uses, locations, soil formation and profiles, Mary Anning</p> <p>Success criteria: Students can confidently explain and show they understand about: , soil formation and profiles, and they can explain about the work of Mary Anning. Shows secure knowledge about soil formation and profiles.</p>	<p>Parts of plants and what plants need</p> <p>Learning Objective: Students learn about: The different parts of plants, requirements for growth, moving water, life cycle of flowering plants.</p> <p>Success criteria: Students can confidently explain and show they understand about: The different parts of plants, requirements for growth.</p>	<p>Parts of plants and what plants need</p> <p>Learning Objective: Students learn about: The different parts of plants, requirements for growth, moving water, life cycle of flowering plants.</p> <p>Success criteria: Students can confidently explain and show they understand about: The different parts of plants, requirements for growth, and are secure in their knowledge about parts of the plant and flower. Shows secure knowledge about how water travels through a plant and reasons why water is necessary in plant growth and nature.</p>
Geography	<p>Land Use</p> <p>Learning Objective: Students will explore and learn about: Farming, how land is used for crops, growing, ploughing, agriculture, cattle, building, rural v urbanization and tourism. Students will learn about</p>	<p>Extreme Earth</p> <p>Learning Objective: Students will explore and learn about: Earthquakes, volcanoes, tsunamis, tornadoes. How they are caused, the effects, global areas where these occur and look at tectonic plates.</p>	<p>Rainforests and Rivers</p> <p>Learning Objective: Students will study and build up a knowledge about: Locations, life, climate, layers, Amazon, famous rainforest around the world, the layers of the rainforest, protecting</p>	<p>Water, Weather and Climate</p> <p>Learning Objective: Students will study and build up a knowledge about: The water cycle, making clouds and rain, treating water, floods, causes and imbalance leading</p>	<p>Local Field Work and Maps</p> <p>Learning Objective: Students will study and build up a knowledge about: Map reading of the local area, directions, how to use a compass and studying about Akamas.</p>	<p>Local Field Work and Maps</p> <p>Learning Objective: Students will study and build up a knowledge about: Map reading of the local area, directions, how to use a compass and studying about Akamas.</p>



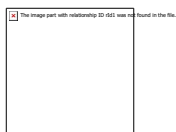
	<p>exported, imported produce. Addresses culture, tradition, environmental and political issues concerning growth and land use.</p> <p>Success criteria: Students can confidently explain and can demonstrate a clear understanding of: Farming, how land is used for crops, growing, ploughing, agriculture, cattle, building, rural v urbanization and tourism. Can confidently use map keys and can survey a map.</p>	<p>Success criteria: Students can confidently explain and can demonstrate a clear understanding of: Extreme weathers and natural disasters. Earthquakes, volcanoes, tsunamis, tornadoes. How they are caused, the effects, global areas where these occur and look at tectonic plates.</p>	<p>wildlife from extinction, deforestation and modern demands that are conflicting and disturbing the balance of nature and wildlife.</p> <p>Success criteria: Students can confidently explain and can demonstrate a clear understanding of: the location, structure and threats to the existence of rainforests and the nature and wildlife that depend upon them. The effects that rainforest have on carbon-dioxide and oxygen levels for earth to function.</p>	<p>to effects from floods and preservation of water ie.reservoirs.</p> <p>Success criteria: Students can confidently explain about cloud formation, the collection of water into clouds, cloud movement, mountain range and the process of heat rising, water cooling down and rain. Students can demonstrate a clear understanding of how water is linked to flooding, snow, drought in relation to varying temperatures.</p>	<p>Success criteria: Students can confidently explain and can demonstrate a clear understanding of: How maps are used, map keys and codes. Understands coordinates and how they work. Knows how to use a compass. Has a sound knowledge secured about the Akamas region and can describe elements and aspects about it.</p>	<p>Success criteria: Shows secure knowledge about and can demonstrate a clear understanding of: How maps are used, map keys and codes. Understands coordinates and how they work. Knows how to use a compass. Has a sound knowledge secured about the Akamas region and can describe elements and aspects about it.</p>
<p>History</p>	<p>The Roman Invasion of Britain Learning Objective: Students will learn about: Spread of the Roman Empire, invasion of the romans to Britain. Causes, changes, effects to British life in relation to the Romans invading and settling in Britain. timeline of events, looking back at ancient Rome, 800BC.237BC.79AD.Height of the Roman Empire. Celtic v Roman occupation in Britain.</p> <p>Success criteria: Shows secure knowledge about Roman Empire and how it grew and the effects this has upon Britain. Can explain advantages and disadvantages from this invasion and occupation.</p>	<p>Children in WW2: Learning Objective: Students will learn about: The causes and effects of how WW2 began, life as a Wartime child, evacuees, relocation, Britain's war efforts during WW2, rations, air raid shelters, what were they and why were they invented? Politics of the WW2, time of peace, peace treaty created, blitz in main cities of Britain, timeline of events. Life as a WW2 soldier in the trenches. The holocaust.</p> <p>Success criteria: Shows secure knowledge about the causes and effects of how WW2 began.</p>	<p>The Vikings and Anglo-Saxons Learning Objective: How and why the Vikings and Anglo-Saxons came to UK. Where did they sail from, how. The raids and various battles between them and their attacks on Britain. Causes, change and effects. Resources they used to build their ships and weaponry. Timeline of Viking and Anglo-Saxon existence and invasions into UK.</p> <p>Success criteria: Shows secure knowledge about Causes, change and effects. Resources they used to build their ships and weaponry. Timeline of Viking and Anglo-Saxon</p>	<p>The Vikings and Anglo-Saxons Learning Objective: Students will learn about: Evidence of Anglo Saxons, Vikings and life in the UK when the Vikings and Anglo-Saxons invaded. Investigate the land use of different settlements. Viking homes, Viking longhouses and longboats, boat building, food and diet, resources used, building techniques.</p> <p>Success criteria: Shows secure knowledge about: Viking homes and settlements, Viking longhouses and longboats, boat building, food and diet,</p>	<p>Comparing past and present Byzantine Cyprus Learning Objective: Students will learn about: Richard I captures Cyprus, sale of Cyprus to Knights Templar, compare Knights Templar to Knights Hospitaller, evidence today of the Crusades Kolossi Castle, Princess Berengaria's capture and Richard's rescuing of her. Battles between the Christians and Muslims.</p> <p>Success criteria: Shows secure knowledge about: Richard I captures Cyprus, sale of Cyprus to Knights Templar, compare Knights Templar to Knights Hospitaller,</p>	<p>Comparing past and present Byzantine Cyprus Learning Objective: Students will learn about: Richard I captures Cyprus, sale of Cyprus to Knights Templar, compare Knights Templar to Knights Hospitaller, evidence today of the Crusades Kolossi Castle, Princess Berengaria's capture and Richard's rescuing of her. Battles between the Christians and Muslims.</p> <p>Success criteria: Shows secure knowledge about: Richard I captures Cyprus, sale of Cyprus to Knights Templar, compare Knights Templar to Knights Hospitaller,</p>



		Britain's war efforts during WW2, rations, air raid shelters, what were they and why were they invented?	existence and invasions into UK.	resources used, building techniques.	Cyprus today and evidence of these historic, iconic events.	Cyprus today and evidence of these historic, iconic events.
Art & Design	<p>Land and nature Learning Objectives: Learning about form and space through 3D sculptures inspired by nature. Developing ability to describe and model form in 3D using a range of materials.</p> <p>Success Criteria: Mobile hangings: bamboo wind chimes, painting of bamboo, pebbles and creatively coloured sand. Links to the Impressionists: Landscape artists, Van Gogh, Seurat, Cezanne, Monet.</p>	<p>Vikings Swords and shields Learning Objectives: Understanding how to work in 3d and 2d form, manipulating materials appropriately.</p> <p>Success Criteria: Application of careful painting and colours and a variety of surface textures.</p>	<p>Rainforests and jungles Learning Objectives: Using tonal shading. Drawing from Observation. Drawing with Chalks and charcoal. Using a range of methods and materials to create dramatic elements: weather observations</p> <p>Success Criteria: Creatively drawn expressive, dramatic elements: weather observations: ie. Storms and lightning</p> <p>Links to artists: Rousseau</p>	<p>Weather and Nature Learning Objectives: Using a range of methods and materials to create dramatic elements.</p> <p>Success Criteria: Creatively drawn expressive, dramatic elements: weather observations ie. Hurricanes and volcanoes.</p> <p>Success Criteria: Constructed model volcanoes. Links to artists: Rousseau</p>	<p>Beach and ocean Art Learning Objectives: Learning how to weave using paper and other materials: • Tie dying • Sewing</p> <p>Success Criteria: Working with clay to create unique designs • Representing themselves through art.</p>	<p>Beach and ocean Art Learning Objectives: Learning how to create a collaborative artwork of woven fabrics, papers, tissues.</p> <p>Success Criteria: SeaWorld life featured: turtles, birds, fish, jellyfish, octopus.</p> <p>A part painted; part sewn tapestry of a SeaWorld scene.</p>
PSHE	<p>TEAM Learning Objectives: Students learn about and understand values of:</p> <p>Being considerate Working well together, achieving together, teamworks skills, positively resolving conflicts, taking individual responsibility, new starts in life, school, friendships, relationships.</p> <p>Success Criteria: Students can understand, identify with and take responsibility and a healthy outlook on: Working well together, achieving together, teamworks skills, positively resolving conflicts. Can</p>	<p>It's My Body Learning Objectives: Understanding knowledge of the human body; how we grow and change, both physically and emotionally. Learn about others' bodies, changes in our feelings. Look at my changing emotions.</p> <p>Success Criteria: Students can understand, identify with and take a mature approach to knowing their bodies and being aware of others. Students can take responsibility.</p>	<p>Digital Wellbeing Learning Objectives: Understanding about: Online Safety, taking responsibility for actions that can offend online, Safe emailing, safe searching on the internet, What to do if you feel uncomfortable, Safety in Chat Rooms, Gaming rooms. Creating secure online account, safe passwords. How to conduct a code of safety and polite behaviour online.</p> <p>Success Criteria: Students can understand, identify with and take a mature</p>	<p>Be Yourself Learning Objectives: Understanding what it means to:</p> <p>Accept Differences between cultures, nationalities, religions, languages, understanding different family structures, different types of relationships exist. Bullying, taking a mature responsible approach to anti-bullying. Developing a confidence to saying NO to dares, dangers or uncomfortable situations. Identifying these situations and</p>	<p>Aiming High Learning Objectives: Understanding how to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mind-set approach to learning.</p> <p>LP: Risk-takers, open minded people</p>	<p>Aiming High Learning Objectives: Understanding about skill sets, ambition, stamina, having direction, healthy competition, determination, perseverance. Personal achievements, creating goals, aims, looking at jobs/careers that people work in. How to cope with challenges, the higher education and channels to study to get to the field of work. Creating awareness and understanding of stereotyping and different mindsets?</p>



	<p>handle new starts with a positive and mature attitude.</p>		<p>approach in knowing dangers and safety whilst online.</p>	<p>knowing what to do or how to avoid them. Success Criteria: Students can accept, be aware of and understand, identify with and take a mature approach in knowing others exist in the world and accepting differences and be able to identify dangers and take responsibility for their own safety. Know how to avoid uncomfortable situations.</p>	<p>Success Criteria: Students can accept and understand, identify with and take responsibility and a healthy outlook on: Aiming high, differences, similarities in others. They have a skill set and toolkit for handling challenging situations and resolving conflicting or stressful situations.</p>	<p>Success Criteria: Students can accept and understand, identify with and take responsibility and a healthy outlook on: Aiming high, differences, similarities in others. They have a skill set and toolkit for handling challenging situations and resolving conflicting or stressful situations. They are aware of stereotyping and how to develop a positive mindset.</p>
<p>PE</p>	<p>Swimming and Water Safety</p>	<p>Tag Rugby</p>	<p>Athletics (prep for Sports Day)</p>	<p>Striking and Fielding (Rounders and Softball)</p>	<p>Swimming and Water Safety Cricket</p>	<p>Swimming Cricket</p>
<p>Greek</p>	<p>Ms Alexia's Group: -My family -The days of the week -Food and drinks Mrs Katerina's Group: - Revise the alphabet, the sounds, look at double consonants and double vowels. -Letter formation, recognize the letter, reading comprehension and learn words-lessons 1-3 Alexia's group: Unit 1: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 2:</p>	<p>Ms Alexia's Group: -Good morning -Hello -At the school -Hiding Mrs Katerina's Group: -Letter formation, recognize the letter, reading comprehension and learn words-lessons 4-5 -articles (ο,η,το) -apostrophe Alexia's group: Unit 5: Apostrophe -Unit 6:</p>	<p>Ms Alexia's Group: -At the zoo -At the party -At the school -At the party Mrs Katerina's Group: -Letter formation, recognize the letter, reading comprehension and learn words-lessons 6-7 -articles (ο,η,το) Alexia's group: Unit 9: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 10:</p>	<p>Ms Alexia's Group: - Weekly planning -Let's go shopping -Let's cook -Pontikaki's family Mrs Katerina's Group: - Letter formation, recognize the letter, reading comprehension and learn words-lessons 8-9 Alexia's group: Unit 13: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 14:</p>	<p>Ms Alexia's Group: - Let's play all together -Celebrations -Once upon a time Mrs Katerina's Group: - Letter formation, recognize the letter, reading comprehension and learn words – lessons 10-11 Alexia's group: Unit 16: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 17:</p>	



	Complex sounds "σβ, σγ, σμ" -Unit 3: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 4: Complex sound "ντζ"	Complex sounds "τρ, βρ, γρ, δρ, κρ, θρ, πρ, φρ, χρ" -Unit 7: Complex sounds "ντρ, μπρ, γκρ, στρ, σπρ, σφρ" -Unit 8: Complex sounds "ρτ, ρπ, ρβ, ργ, ρδ, ρθ, ρκ, ρμ, ρλ, ρν, ρσ, ρφ, ρχ"	Complex sounds "σβ, σγ, σμ" -Unit 11: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 12: Complex sound "ντζ"	Complex sounds "σβ, σγ, σμ" -Unit 15: Complex sounds "ια, ιο, ιε, ιω, ιου"	Complex sounds "σβ, σγ, σμ" -Unit 18: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 19: Complex sound "ντζ" Unit 20: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ"	
Music	<p>Ongoing Skills: Sing simple songs from memory with accuracy of pitch, in a group or alone; understand the importance of articulating the words to communicate the song to an audience; listen carefully, with attention to detail; demonstrate increasing aural memory and physical control. Listen to, and explore, a range of high-quality live and recorded music ensuring each year group encompasses music drawn from different traditions and cultures and from great composers and musicians.</p>					
Music	Popular Music Genres Music and Instruments of the Romans	Seasonal Performance Preparation & Rehearsal	Sounds of the Rain Forest Instrument Families	Music and Instruments of the Vikings Instrument Families	Great Composers (Popular and Classical genres)	
Computing	Internet Research and Communication	Word Processing Skills	Online Safety	Presentation Skills	Programming Scratch	Drawing and Desktop Publishing