

Year 3 - Long Term Planning. National Curriculum Planning

St Joseph's Catholic Primary School



English

Reading

- Develop a positive attitude to reading and understanding by reading aloud, and show awareness of audience
 - Understand what they read in books they can read independently by discussing vocabulary, drawing inference from characters feelings and thoughts, justifying thoughts with evidence from the text
- #### Grammar
- Use prefixes and suffixes; spell words with 'silent' letters; use homophones; use dictionaries and thesauruses
 - Usually use correct tense including the progressive form
 - Use full stops, question marks, commas within lists, apostrophes for possession and contraction, direct speech and simply conjunctions

Writing

- Write a story including a dilemma
- Write to persuade, inform or instruct
- Retell a familiar story in the first person
- Practise writing a recount in a range of styles e.g. diary entry, letter etc.
- Plan, compose, edit and refine a non- chronological report and explanation text
- Adapt a piece of persuasive writing for different audience
- Use organisational devices where appropriate.
- Plan, write and edit work confidently

Speaking & Listening

- Engage in discussions about a range of topics
- Read and perform poetry aloud

Maths

Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100
- Recognise the place value of each digit in numbers up to 1000
- Compare and order numbers up to 1000
- Identify and represent numbers in different representations.
- Read and write numbers up to 1000 in words and numbers.

Addition and Subtraction

- + and - numbers with 3 digits and solve + and - problems

Multiplication and Division

- Recall multiplication facts for the 3, 4 and 8 times tables
- Write and identify mathematical statements for 2 digits by 1 digits for the times tables they know.

- Solve +, -, x, ÷ problems

Fractions, decimals, percentages

- Count up and down in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract fractions with the same denominator
- Compare and order fractions with the same denominator

Measurement

- Estimate and read the time to the nearest minute with increasing accuracy
- Measure the perimeter of 2D shapes
- Measure + and – mass, volume and length

Geometry

- 2D shapes, 3D shapes, right angles, horizontal and vertical

Statistics

- Solve problems from bar charts, pictograms and tables

<p>P.E. Develop skills in:</p> <ul style="list-style-type: none"> • Rugby • Ball Games • Gymnastics • Striking and Fielding • Athletics <p>Swimming</p> <ul style="list-style-type: none"> • Sports Day Preparation 	<p>PSHE Developing moral, relationship and social skills</p> <ul style="list-style-type: none"> • Topics also link with Computing and Science • Topics include Family and relationships, Health and wellbeing, Safety and the changing body and Citizenship 	<p>Computing</p> <ul style="list-style-type: none"> • Building skills including: • Word Processing • Drawing and Desktop Publishing • Cyber Safe • Internet Research • Scratch 	<p>MFL Spanish</p> <ul style="list-style-type: none"> • My Family: family members, name, age, birthday, animals, numbers, colours. • All about me: Physical Description (Hair, eyes, skin, height, size, shape) • Four Friends: Introduction to the story. Recap animals and colours
<p>R.E. Domestic Church – Homes Baptism/Confirmation – belonging: promises Other Faith Week -Judaism Advent/Christmas – Loving: visitors Local Church – community – journeys Eucharist – relating; listening and sharing Lent/Easter – giving: giving all Other Faith Week -Islam Pentecost – serving: energy Reconciliation –inter-relating choices Universal Church – world; special places</p>		<p>SMSC- British Values Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our PSHCE programme Ten Ten and RE.</p> <ul style="list-style-type: none"> • Value Words are focused on in Assembly & are followed up in the Classroom. • School Rules and weekly statement to live by focused on in Assemblies - followed up in classroom; Class Rules agreed by each class. • School Parliament, questionnaires all contribute to SMSC & British Values. 	
<p>Science Rocks</p> <ul style="list-style-type: none"> • Name some types of rock and describe the physical features of each • Compare and group together kinds of rocks based on their appearance • Compare and group together different kinds of rocks based on their simple physical properties • Name the 3 types of rocks (igneous, sedimentary and metamorphic) and classify based on their appearance and physical properties (e.g. marble is metamorphic because it is hard and smooth) • Recognise that soils are made from rocks and organic matter • Describe in simple terms how fossils are formed when things that have lived are trapped in rocks <p>Light</p>	<p>History Children will learn to:</p> <ul style="list-style-type: none"> • To think like a historian. • Chronology • Investigate the past. <p>The Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and 	<p>Music Children will develop an understanding of musical notation, the history of music and great composers and musicians.</p> <ul style="list-style-type: none"> • They will be able to play and perform, using voice and instruments, with increasing accuracy, fluency, control and expression. • They will be able to improvise and compose music. 	

- The similarities and differences between light waves and waves in matter
- Light waves travelling through a vacuum; speed of light
- The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
- Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras
- Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

Forces

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Describe magnets as having two poles
- Observe how magnets attract or repel each other and attract some materials and not others
- Predict whether two magnets will attract and repel each other, depending on which poles are facing
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Animals

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Use a frame to construct simple tables
- Draw bars on bar charts
- Remember science words used before
- Begin to use science models to describe

travel, for example, Stonehenge

- Iron Age hill forts: tribal kingdoms, farming, art and culture

Ancient Greece

- Ancient Greeks. who they were.
- Ancient Greek gods and what they were known for.
- Daily life like for children in Ancient Greece.
- The legacy of Ancient Greece for life today.

<p><u>Plants</u></p> <ul style="list-style-type: none"> • Plants contain roots to absorb water and nutrients from the soil • Plant roots also anchor the plant to provide support • Plants contain a stem/ trunk which is responsible for transporting water and nutrients around the plant. • Plants contain flowers which contain the stamen, carpel, petal, ovule, sepal and stem • Plants need light, water, space, suitable temperature in order to grow • The level of nutrients required depends on the type of plant • Insects like bees and wasps transfer the pollen from the male part of a flower to the female part of other flowers • Seeds can also be dispersed by wind, animal fur, animals eating them (and excreting them), in water and if the seed pod explodes • The roots absorb water from the soil, the stem transports it to the leaves, water evaporates from the leaves which causes more water to be absorbed from the soil 		
<p><u>Geography</u></p> <p>Through ‘Where is my place in the world?’ topic, children will gain an understanding of:</p> <ul style="list-style-type: none"> • What the UK is and the home nations that make it up, including capitals, flags, landmarks and patron saints. • The population and population density, land use and weather. • How migration has shaped the UK population and will be able to construct a timeline of events. • How tourism benefits and negatively impacts on the UK. • Use world maps, atlases, 8 pointed compass directions, interpreting digital mapping, choropleth maps and climate graphs. <p>In Volcanoes and Earthquakes, children will gain an understanding of the:</p> <ul style="list-style-type: none"> • Structure of the earth and location of famous volcanoes • Structure and features of a volcano • Effects of a volcanic eruption • Features and location of an earthquake • Effects of an earthquake • Reducing the effects of tectonic hazards 	<p><u>Art & Design</u></p> <p><u>Drawing – Use of Line.</u></p> <p>Pupils will develop their drawing skills by focusing on the use of line.</p> <ul style="list-style-type: none"> • They will use a range of materials that link to the exploration of line including mono-print, oil pastel printing and transfer technique. • Pupils will use retrieval practice to refine their drawing skills and manipulation of line. • They will consider composition - looking at overlaying or positioning of objects within artwork. 	<p><u>Design Technology</u></p> <p><u>Cooking and Nutrition – Fruit Crumble.</u></p> <ul style="list-style-type: none"> • Pupils will build on their knowledge of fruit from EYFS and Y1 in D&T and their knowledge of the world in geography by identifying fruits that grow in different climates and parts of the world. • Building on their science understanding of plants pupils will investigate fruits from seeds. • They learn about seasonality of fruits in the UK and make

	<ul style="list-style-type: none"> • They will also consider the orientation and discuss the difference between landscape and portrait. • Throughout the unit, pupils will develop a range of Art and Design techniques by looking at visual elements of shape, line and colour. • They will look at a range of artists- such as Michael Craig Martin and Julian Opie. 	<p>choices after tasting some fruits and seasoning.</p> <ul style="list-style-type: none"> • They learn to conduct some simple market research and make a crumble based on their family preferences.
	<p><u>Sculpture and Painting</u></p> <ul style="list-style-type: none"> • Pupils will design and create patterns in nature. • They will use the medium of paint to develop and share their ideas, experiences and imagination. Throughout the unit, they will develop a wide range of art and design techniques in using colour, pattern, tone, line and shape. • Pupils will be encouraged to explore and experiment with paint to gain a deeper understanding of the colour theory. • They will also learn about the work of a range of artists, specifically Charles Rennie Mackintosh. 	<p><u>Design and Make – Branding and Packaging</u></p> <ul style="list-style-type: none"> • Pupils will evaluate and explore a range of packaging and branding examples. • Whilst looking at paper construction techniques they will build on their knowledge of use of relevant tools. • Pupils will design sustainable, appealing and functional products. • They will develop their ability to evaluate their own work and that of others.