




Long Term Curriculum Plan: YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
Linked story/quote						
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	
Maths Gateway to Year 4 	Minimum sufficiency within Year 3 <i>Learners will be developing formal and informal written and mental methods using the four operations of addition, subtraction, multiplication, and division. They understand and use the inverse relationship between addition and subtraction. They can add and subtract 1,10 and 100 to and from 3 -digit numbers.</i> <i>Learners are able to:</i> <ul style="list-style-type: none">• solve a range of number and place value problems.• calculate complements to 1000 with multiples of 100.• compare different shapes with reference to angles.• use measuring instruments, making reference to standard units of measure• tell the time: including minutes past and to the hour• recall multiplication tables for 2x, 3x, 4x, 5x and 10x and derive division facts for 2x 5x and 10x• read and write simple unit fractions			Typically by the end of Year 3 <i>Learners will be developing formal and informal written and mental methods using the four operations of addition, subtraction, multiplication, and division, including number facts and the concept of place value in numbers to 1000. They understand and use the inverse relationship between addition and subtraction. They can accurately perform calculations with whole numbers.</i> <i>Learners are able to:</i> <ul style="list-style-type: none">• solve a range of number and place value problems.• calculate complements to 1000.• compare different shapes with reference to angles.• use measuring instruments, making reference to standard units of measure• tell the time accurately• recall multiplication tables for 2x, 3x, 4x, 5x, 8x and 10x and derive associated division facts.• read and write simple fractions and decimals (eg 0.5, 0.1)		
MATHS <i>3, 4 and 8 x table</i>	Number and Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions (halves, thirds, quarters, tenths) Measurement: Mass and Capacity		Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics	
Reading Gateway to Year 4 	Knowledge, Skills and Behaviours <i>1. Use growing knowledge of root words, prefixes and suffixes to read aloud and build understanding</i> <i>2. Locate and retrieve key information</i> <i>3. Predict what might happen from details stated and implied</i> <i>4. Make simple inferences relating to characters’ thoughts and feelings</i>	Step 1 <i>1. Recognise words within words</i> <i>2. Scan for key words</i> <i>3. Notice relevant information and activate prior knowledge to justify predictions</i> <i>4. Combine information from the text related to characters’ feelings</i> <i>5. Explain what type of book they are choosing to read and why</i>	Step 2 <i>1. Break words into known morphemes</i> <i>2. Use headings, contents and indices to locate information</i> <i>3. Confirm or reject predictions as the text is read</i> <i>4. Combine information from the text related to characters’ thoughts</i> <i>5. Demonstrate understanding of</i>		Step 3 <i>4. Combine prior knowledge with that in the text</i> <i>5. Articulate personal preferences</i> <i>6. Group familiar books by theme</i>	

	5. Discuss personal responses to a wide range of reading 6. Identify simple themes within familiar stories	6. Make connections between books they have read eg books with similar characters, settings, plots	what they have read and express a personal opinion 6. Explain the big idea / message in a story			
	Pupils' increasing understanding of word structure and vocabulary allows them to read with fluency. They can locate and retrieve key information. They make predictions and simple inferences based on details stated and implied. When responding to a wider range of texts, they have greater confidence to express opinions and personal preferences. Pupils are able to identify simple themes within familiar stories.					
<div>Writing Gateway to Year 4</div> 	Knowledge, Skills and Behaviour 1. Discuss the purpose and form of their writing 2. Organise narrative and non-narrative writing into logical chunks, using subheadings where appropriate 3. Writing shows an increasing use of varied sentence structure 4. Develop characters and settings through careful vocabulary choices 5. Develop ideas across a coherent series of linked sentences 6. Proof-read for spelling and punctuation errors 7. Use the first two or three letters of a word to check its spelling in a dictionary	Step 1 1. Identify the purpose of writing and the desired effect on the reader 2. Develop a simple narrative across a series of paragraphs – beginning / middle / end 3. Use fronted adverbials for when / where 4. Use expanded noun phrases with modifying adjectives 5. Vary nouns and pronouns to avoid repetition and aid cohesion 6. Identify CEW and topic vocabulary errors in writing using class-based resources to correct 7. Use an alphabet line to support finding a given word in a dictionary	Step 2 1. Discuss vocabulary and grammar in writing similar to that which they are planning to write 2. Plan and write a series of simple topic paragraphs 3. Understand the function of the comma after a fronted adverbial 4. Vocabulary moves from generic to specific e.g. dog becomes dalmatian 5. Accurate use of irregular simple past-tense verbs e.g. awake / awoke 6. Check and correct errors relating to known spelling rules and patterns 7. Locate a given first letter and identify the following one or two	Step 3 1. Select an appropriate form for writing based on purpose and audience 2. Use subheadings to identify the topic / theme of writing 3. Use simple, compound and complex sentence structures 4. Use precise verb choice 6. Check and correct start / end punctuation errors 7. Compare own spelling to that of the dictionary and correct as required		
	Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Writing is shaped by simple planning structures. Description is developed through the use of precise vocabulary. They read back their writing and, with support, edit to link and develop ideas coherently.					
ENGLISH Talk for Writing Unit	Writing to... Entertain – Jim and the Beanstalk (description) Recount – Informal letter	Writing to... Entertain – Mog in the Dark (suspense) Persuade – Mog’s Christmas Calamity (Advert)	Writing to... Entertain – Portal Story – Elf Road (setting) Inform – Volcanoes	Writing to... Entertain – Stone Age Boy (Action) Instructions – How to Make a Fruit Kebab	Writing to... Entertain – Romeo and Juliet (opening and endings) Persuade – Formal letter	Writing to... Entertain – King of the fishes (dialogue) Inform – Egyptian gods
Punctuation and Grammar	<ul style="list-style-type: none">NounsPrefixes and suffixesUn- prefixAnti-, auto-, super-prefixesVowels and consonants	<ul style="list-style-type: none">Identify prefix, suffix and root wordAdd appropriate prefixConjunctionsPrepositions	<ul style="list-style-type: none">Revise coordination and subordinating conjunctionsSub-headingsSimple present and simple past tenses	<ul style="list-style-type: none">Punctuate spoken sentencesSynonyms for said, introduce inverted commas	<ul style="list-style-type: none">Change sentences form simple past to present perfectCreate sentences in the present perfect tenseRecognising the grammatical	<ul style="list-style-type: none">Recognising the grammatical differences between plural and possessive-s

	<ul style="list-style-type: none"> Use ‘a’ or ‘an’ correctly 	<ul style="list-style-type: none"> Conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> Introduction to the present perfect form Choose the correct auxiliary verb for the present perfect tense Use the correct verb form Identify words that are being spoken 	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech Correctly punctuate spoken sentences 	differences between plural and possessive-s <ul style="list-style-type: none"> Identify and sort present perfect and simple past sentences 	<ul style="list-style-type: none"> Identify the correct use of apostrophes for plural possession Use of paragraphs to organise ideas around a theme
Spelling Rules	<ul style="list-style-type: none"> /ow/ sound spelled ‘ou’ /u/ sound spelled ‘ou’ y makes an ‘i’ sound -sure ending -ture ending Irregular spelling patterns 	<ul style="list-style-type: none"> Prefix un- Prefix dis- Prefix mis- Suffix -ing, -er, -ed Suffix -ing, -en, -ed Challenge words 	<ul style="list-style-type: none"> long vowel /a/ sound spelled ‘ai’ long /a/ vowel sound spelled ‘ei.’ long /a/ vowel sound spelled ‘ey.’ adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb Homophones Challenge words 	<ul style="list-style-type: none"> /l/ sound spelled ‘-al’ at the end of words the /l/ sound spelled ‘-le’ at the end of words suffix ‘-ly’ when the root word ends in ‘-le’ and ‘-le’ is changed to ‘-ly’ suffix ‘-ally’ which is used instead of ‘-ly’ when root word ends in ‘-ic’ suffix –ly. Words which do not follow the rules Challenge words 	<ul style="list-style-type: none"> Words ending in ‘-er’ when root word ends in (t)ch /k/ sound spelled ‘ch.’ These words have their origins in the Greek language words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ (French in origin) /s/ sound spelled ‘sc’ (Latin in its origin) Homophones Challenge words 	<ul style="list-style-type: none"> The suffix ‘-sion’ pronounced /ʒən/ Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3. Revision – spelling rules we have learned in Stage 3.
RE	Judaism What are important times for Jewish People? Christianity How can artists help us to understand what Christians believe and do?		Islam How does worship (ibadah) show what is important to Muslims? Christianity What’s the bible’s ‘big story’ – and why is it like treasure for Christians?		Christianity How did Jesus change lives and how is it ‘good news’? Thematic How do people use creative ways to express their beliefs?	
LIFE LEARNING Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Setting personal goals Self-identity and worth Positivity in challenges	Families and their differences	Difficult challenges and achieving success Dreams and ambitions	Exercise Fitness challenges Food labelling and healthy swaps	Family roles and responsibilities Friendship and negotiation	How babies grow Understanding a baby’s needs

	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
SCIENCE Ongoing: Working Scientifically	Animals, inc. Humans	Rocks	Forces and Magnets	Light and Shadow	What plants need & Parts of Plants	What plants need & Parts of Plants
ART & DESIGN	Repeating Pattern Sketching techniques	Christmas Cards Focus: Textiles Cave Paintings Focus: Paintings	Pointillism Focus: Painting	Shadows	Clay Rock Sculptures Focus: Sculpture	Plants Focus: Drawing
Significant Artist	William Morris		George Seurat	Vincent Bal + Kumi Yamashita	Barbara Hepworth	
COMPUTING Purple Mash E-Safety	3.1: Coding	3.2: Online Safety	3.4: Touch-Typing	3.5: Email 3.3: Spreadsheets	3.6: Branching Databases 3.7: Simulations	3.8: Graphing 3.9: Presenting 3.9: Presenting
D & T Design, Make, Evaluate	Design and make UK landmarks Focus: Structures	Savoury Christmas Trees Savory Puff Pastry Christmas Tree Appetizers Recipe - An Italian in my Kitchen Focus: Food	Volcano model 1 Focus: Levers Volcano model 2: Textiles	Fruit kebab (healthy food) Focus: Food	-	Egyptian flat breads Focus: Food (kneading and rolling) Sabooob (Egyptian Flatbread) Recipe
GEOGRAPHY	Exploring UK Countries		Active Planet: Volcanoes and Earthquakes		Human Geography (River Nile) Maps: Aerial and Satellite Images	
HISTORY	Stone Age		Shang Dynasty		Ancient Egypt	
PE	Fitness Ball Skills Dance Fundamentals Gymnastics Tag Rugby		Football Hockey OAA Yoga Gymnastics Dance Basketball Golf		Athletics Cricket Dodgeball Gymnastics Tennis Netball Rounders	
MUSIC	BONES AND TONES Form and structure/call and response	BRINGING US TOGETHER	GLOCK/CHIME/ RECORDER II COMBO		EGYPTIANS Structure	COMMUNICATION, SOUNDS AND SYMBOLS LISTENING/AURAL

		Disco music/ interrelated dimensions of music				SKILLS Composition using voices/instruments
MFL - FRENCH	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction J'ai (I have) Age Easter	Definite (le,la,les) and indefinite (un, une, des) articles Je voudrais (I would like) Extending sentences with mais	C'est Extending sentences with aussi Numbers 1-15 Days of the week Assessments Paris project