



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	God is love		For with God nothing is impossible		In everything, give thanks	
British Value <small>(throughout: Mutual Respect and Tolerance)</small>	Democracy		Rule of Law		Individual Liberty	
Maths Gateway to Year 4 	<p><i>Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</i></p> <p><i>Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.</i></p> <p><i>Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</i></p> <p><i>Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</i></p> <p><i>Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</i></p> <p><i>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</i></p> <p><i>Calculate complements to 100.</i></p> <p><i>Add and subtract up to three-digit numbers using columnar methods.</i></p> <p><i>Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition and understand the related property for subtraction.</i></p> <p><i>Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</i></p> <p><i>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</i></p> <p><i>Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</i></p> <p><i>Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</i></p> <p><i>Find unit fractions of quantities using known division facts (multiplication tables fluency).</i></p> <p><i>Reason about the location of any fraction within 1 in the linear number system.</i></p> <p><i>Add and subtract fractions with the same denominator, within 1.</i></p> <p><i>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</i></p> <p><i>Measure the perimeter of simple 2D shapes.</i></p> <p><i>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</i></p> <p><i>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</i></p> <p><i>Know the number of seconds in a minute and the number of days in each month, year and leap year.</i></p> <p><i>Compare durations of events.</i></p> <p><i>Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.</i></p> <p><i>Draw polygons by joining marked points, and identify parallel and perpendicular sides.</i></p>					
	<p style="text-align: center;">Minimum sufficiency within Year 3</p> <p><i>Learners will be developing formal and informal written and mental methods using the four operations of addition, subtraction, multiplication,</i></p>			<p style="text-align: center;">Typically by the end of Year 3</p> <p><i>Learners will be developing formal and informal written and mental methods using the four operations of addition, subtraction, multiplication,</i></p>		

	<p>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.</p> <p>Learners are able to:</p> <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 	<p>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.</p> <p>Learners are able to:</p> <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)
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<p>MATHS <i>3, 4 and 8 x table</i></p>	<p>Number and place value Number: + and – Number: x and ÷</p>	<p>Number: x and ÷ Measurement: Length and Perimeter Number: Fractions (halves, thirds, quarters, tenths) Measurement: Mass and Capacity</p>	<p>Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics</p>
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<p>Reading Gateway to Year 4</p> 	<p>Knowledge, Skills and Behaviours 1. Use growing knowledge of root words, prefixes and suffixes to read aloud and build understanding 2. Locate and retrieve key information 3. Predict what might happen from details stated and implied 4. Make simple inferences relating to characters’ thoughts and feelings 5. Discuss personal responses to a wide range of reading 6. Identify simple themes within familiar stories</p>	<p>Step 1 1. Recognise words within words 2. Scan for key words 3. Notice relevant information and activate prior knowledge to justify predictions 4. Combine information from the text related to characters’ feelings 5. Explain what type of book they are choosing to read and why 6. Make connections between books they have read eg books with similar characters, settings, plots</p>	<p>Step 2 1. Break words into known morphemes 2. Use headings, contents and indices to locate information 3. Confirm or reject predictions as the text is read 4. Combine information from the text related to characters’ thoughts 5. Demonstrate understanding of what they have read and express a personal opinion 6. Explain the big idea / message in a story</p>	<p>Step 3 4. Combine prior knowledge with that in the text 5. Articulate personal preferences 6. Group familiar books by theme</p>
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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.

<p>Writing Gateway to Year 4</p> 	<p>Knowledge, Skills and Behaviour 1. Discuss the purpose and form of their writing 2. Organise narrative and non-narrative writing into logical</p>	<p>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</p>	<p>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</p>	<p>Step 3 1. Select an appropriate form for writing based on purpose and audience 2. Use subheadings to identify the topic / theme of writing</p>
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	<i>chunks, using subheadings where appropriate</i> <i>3. Writing shows an increasing use of varied sentence structure</i> <i>4. Develop characters and settings through careful vocabulary choices</i> <i>5. Develop ideas across a coherent series of linked sentences</i> <i>6. Proof-read for spelling and punctuation errors</i> <i>7. Use the first two or three letters of a word to check its spelling in a dictionary</i>	<i>3. Use fronted adverbials for when / where</i> <i>4. Use expanded noun phrases with modifying adjectives</i> <i>5. Vary nouns and pronouns to avoid repetition and aid cohesion</i> <i>6. Identify CEW and topic vocabulary errors in writing using class-based resources to correct</i> <i>7. Use an alphabet line to support finding a given word in a dictionary</i>	<i>3. Understand the function of the comma after a fronted adverbial</i> <i>4. Vocabulary moves from generic to specific e.g. dog becomes dalmatian</i> <i>5. Accurate use of irregular simple past-tense verbs e.g. awake / awoke</i> <i>6. Check and correct errors relating to known spelling rules and patterns</i> <i>7. Locate a given first letter and identify the following one or two</i>	<i>3. Use simple, compound and complex sentence structures</i> <i>4. Use precise verb choice</i> <i>6. Check and correct start / end punctuation errors</i> <i>7. Compare own spelling to that of the dictionary and correct as required</i>		
<i>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.</i>						
ENGLISH Talk for Writing Unit	Writing to... Entertain – Jim and the Beanstalk Recount – Informal letter	Writing to... Entertain – Mog in the Dark Persuade – Mog’s Christmas Calamity (Advert)	Writing to... Entertain – Portal Story Inform – Volcanoes Entertain - Poetry	Writing to... Entertain – Romeo & Juliet (comic) Persuade – Formal letter	Writing to... Entertain – The Tin Forest (wishing story) Instructions – How to Make a Fruit Kebab	Writing to... Entertain – Cinderella of the Nile (Rags to riches) Inform – Egyptian gods
Punctuation and Grammar	<ul style="list-style-type: none"> • Nouns • Prefixes and suffixes • Un- prefix • Anti-, auto-, super- prefixes • Vowels and consonants • Use 'a' or 'an' correctly 	<ul style="list-style-type: none"> • Identify prefix, suffix and root word • Add appropriate prefix • Conjunctions • Prepositions • Conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> • Revise coordination and subordinating conjunctions • Sub-headings • Simple present and simple past tenses • 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"> • Punctuate spoken sentences • Synonyms for said, introduce inverted commas • Inverted commas to punctuate direct speech • Correctly punctuate spoken sentences 	<ul style="list-style-type: none"> • Change sentences from simple past to present perfect • Create sentences in the present perfect tense • Recognising the grammatical differences between plural and possessive-s • Identify and sort present perfect and simple past sentences 	<ul style="list-style-type: none"> • Recognising the grammatical differences between plural and possessive-s • Identify the correct use of apostrophes for plural possession • Use of paragraphs to organise ideas around a theme

<p>Spelling Rules</p>	<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. dding 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.
<p>RE</p>	<p style="text-align: center;">Judaism</p> <p style="text-align: center;">What are important times for Jewish People?</p> <p style="text-align: center;">Christianity</p> <p style="text-align: center;">How can artists help us to understand what Christians believe and do?</p>		<p style="text-align: center;">Islam</p> <p style="text-align: center;">How does worship (ibadah) show what is important to Muslims?</p> <p style="text-align: center;">Christianity</p> <p style="text-align: center;">What's the bible's 'big story' – and why is it like treasure for Christians?</p>		<p style="text-align: center;">Christianity</p> <p style="text-align: center;">How did Jesus change lives and how is it 'good news'?</p> <p style="text-align: center;">Thematic</p> <p style="text-align: center;">How do people use creative ways to express their beliefs?</p>	
<p>LIFE LEARNING Jigsaw</p>	<p>(Being Me in My World)</p>	<p>(Celebrating Difference)</p>	<p>(Dreams and Goals)</p>	<p>(Healthy Me)</p>	<p>(Relationships)</p>	<p>(Changing Me)</p>
	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Families and their differences 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</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation 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</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

					Expressing appreciation for family and friends	
SCIENCE Ongoing: Working Scientifically	Animals, inc. Humans	Forces and Magnets	Rocks	Light and Shadow	What plants need & Parts of Plants	What plants need & Parts of Plants
ART & DESIGN Ongoing: Creative books	Repeating Pattern Sketching techniques	Christmas Cards Focus: Textiles	Clay Rock Sculptures Focus: Sculpture	Cave Paintings Focus: Painting	Shadows Focus: Drawing	Pointillism Plants Focus: Painting
Significant Artist	William Morris			Vincent Bal + Kumi Yamashita	George Seurat	Barbara Hepworth
COMPUTING Purple Mash E-Safety Info on Coding Info on Spreadsheets	3.1: Coding	3.2: Online Safety 3.3: Spreadsheets	3.4: Touch-Typing	3.5: Email	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	Melting Snowpeople Biscuits Focus: Food	Volcano model Focus: Mechanisms	Rock Cakes Focus: Food	Fruit Salsa/Yoghurt & Cinnamon Chips (healthy food) Focus: Food	Egyptian Death masks Focus:
GEOGRAPHY	Exploring UK countries		Active Planet: Volcanoes and Earthquakes		Human Geography (River Nile) Maps: Aerial and Satellite Images	
HISTORY		Beyond face value		Stone Age		Ancient Egypt
PE	Fitness Football Ball Skills Dance Outdoor Adventure Activities Netball		Gymnastics Dodgeball Tag Rugby Dance Cricket Fundamentals		Athletics Yoga Golf Gymnastics Handball Hockey	
MUSIC	BONES AND TONES Form and structure/call and response	BRINGING US TOGETHER Disco music/ interrelated dimensions of music	GLOCK/CHIME/ RECORDER II COMBO		EGYPTIANS Structure	COMMUNICATION, SOUNDS AND SYMBOLS LISTENING/AURAL 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
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