

Year 3- Long Term Planning. National Curriculum Planning 2023-24

St. Cuthbert's Catholic Primary School- Educate; create; Witness: Christ at the Centre



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 simple conjunctions

Writing

- Write a story written in the third person, organised into four parts.
- Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.
- To write a story in the first person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.
- Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.
- Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.
- Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.
- To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.
- Write a non-chronological report about a subject researched in a specific form e.g. leaflet
- Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.
- Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.

Maths

Number and Place Value

- Representing and partitioning numbers to 100.
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- Finding 1, 10, 100 more or less.
- Number line to 1000, estimating on a number line to 1000.
- Comparing numbers to 1000.
- Ordering numbers to 1000.
- Counting in 50s.

Addition and Subtraction

- + and – 1s, 10s, 100s.
- + and – 1s across a 10.
- + and – 10s across a 100.
- + and – 2-digit and 3-digit numbers.
- Estimating answers.

Multiplication and Division

- Multiplication equal groups.
- Sharing and grouping.
- Multiply and divide by 3, 4, 8
- Multiply and divide 2-digit numbers by 1-digit numbers.

Length and perimeter

- Measure in millimetres, centimetres, metres.
- Equivalent lengths.
- Compare lengths.
- Measure and calculate perimeter.

Fractions

- Understand the numerator and denominator of fractions.
- Compare and order fractions.
- Understanding the whole.
- Fractions on a number line, compare and equivalents.
- Equivalent fractions as bar models.
- Add and subtract fractions.
- Partition the whole.
- Reasoning with fractions of an amount.

- Write a story where dialogue is the drive to move the story on.
- Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.

Speaking & Listening

- Engage in longer and sustained discussions about a range of topics. ·
- To be able to ask and answer questions. ·
- To take part in short dramatic scenes to encourage the use of expression and intonation. ·
- To discuss and debate opinions, showing respect for opposing views and ideas.

Mass and Capacity

- Use scales.
- Measure mass in grams and kilograms.
- Equivalent Masses (grams and kilograms)
- Compare mass
- + and – mass
- Measure, compare, + an - capacity and volume

Money

- Convert, + and – pounds and pence
- + and – money
- Find change

Time

- Roman numerals up to 12
- Tell the time to 5 minutes and to the minute
- Read the time on a digital clock
- Use a.m. and p.m.
- Years, months, days, hours, minutes, seconds

Shape

- Turns and angles
- Right angles
- Comparing angles
- 2D and 3D shapes

Statistics

- Interpret and draw pictograms and bar charts
- Collect and represent data.

P.E.

Develop skills in:

- Rugby
- Ball Games
- Gymnastics
- Striking and Fielding
- Athletics
- Sports Day Preparation

PSHE

Developing moral, relationship and social skills

- Topics also link with Computing and Science
- Topics include Family and relationships, Health and wellbeing, Safety and the changing body and Citizenship

ICT

Building skills including:

- Word Processing
- Drawing and Desktop Publishing
- Cyber Safe
- Internet Research
- Scratch
- Scratch Creating a Q+A Quiz

MFL

Spanish

- My family
- Meet and greet
- Exchange names in Spanish
- Recognise and repeat numbers
- Discuss how I am feeling
- Apply number word knowledge to sentences

R.E.

SMSC- British Values

- Respect

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| <p>Christianity</p> <ul style="list-style-type: none"> • Homes • Promises • Visitors • Journeys • Listening and Sharing • Lent-Easter Giving • Energy • Choices • Special places <p>Other Faiths</p> <ul style="list-style-type: none"> • Sikhism, Judaism, Islam | <ul style="list-style-type: none"> • Tolerance • British Laws • Individual Liberty • Democracy | |
| <p>Science</p> <p>Animals including humans</p> <p>Explaining science</p> <ul style="list-style-type: none"> • Remember science words used before • Begin to use science models to describe • Add labels & information to diagrams <p>Data, tables and graphs</p> <ul style="list-style-type: none"> • Measure unlabelled divisions on a number line • Use a frame to construct a simple table of results • Use a frame to construct a bar chart <p>Light</p> <p>Explaining science</p> <ul style="list-style-type: none"> • Remember science words used before • Begin to use science models to describe • Add labels & information to diagrams <p>Designing experiments</p> <ul style="list-style-type: none"> • Predict cause & effect (science prediction) • Identify cause & effect in an investigation • Suggest a suitable data range for the cause variable <p>Magnets and Forces</p> <p>Explaining science</p> <ul style="list-style-type: none"> • Remember science words used before • Begin to use science models to describe • Add labels & information to diagrams <p>Designing experiments</p> <ul style="list-style-type: none"> • Predict cause & effect (science prediction) | <p>History</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • To think like a historian. • Chronology • Investigate the past. • To make links to the wider curriculum – PHSE, British Values, Virtues. <p>The Stone 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 travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Ancient Greece</p> <ul style="list-style-type: none"> • 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>Music</p> <p>Following the Charanga programme we will look at the following pieces of music:</p> <ul style="list-style-type: none"> • Home Is Where the Heart Is • Hallelujah Chorus from Handel’s Messiah • Let’s Work It Out Together • The Loco-Motion • Please Be Kind <ul style="list-style-type: none"> • Children will develop an understanding of musical notation, the history of music and great composers and musicians. • 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. |

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| <ul style="list-style-type: none"> • Identify cause & effect in an investigation • Suggest a suitable data range for the cause variable <p>Rocks</p> <p>Explaining science</p> <ul style="list-style-type: none"> • Remember science words used before • Begin to use science models to describe • Add labels & information to diagrams <p>Classification</p> <ul style="list-style-type: none"> • Use a large spider key with obvious differences • I create groups for sorting (create criteria) • I combine properties required for an application <p>Plants</p> <p>Explaining science</p> <ul style="list-style-type: none"> • Remember science words used before • Begin to use science models to describe • Add labels & information to diagrams <p>Designing experiments</p> <ul style="list-style-type: none"> • Predict cause & effect (science prediction) • Identify cause & effect in an investigation • Suggest a suitable data range for the cause variable • | | |
| <p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas • Learn about great artists, architects and designers in history • Improve mastery of art and design techniques • Use a range of sources (photos, videos, various famous artists) <p>Drawing</p> <ul style="list-style-type: none"> • Introduction to different lines • Drawing outlines • Michael Craig Martin • Arrange and overlay multiple shapes and everyday objects. • Continuous line drawing self portrait • Julian Opie • Mono print <p>Painting and sculpture</p> <ul style="list-style-type: none"> • Introduction to Art Nouveau - Charles Rennie Mackintosh - Tonal Ladders • Controlling tone using watercolours • Observational drawing of flowers inspired by Mackintosh | <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><u>Design Technology</u></p> <ul style="list-style-type: none"> • Design - products fit for purpose; generate, develop, model and communicate ideas. • Make - select equipment and materials <p>Design and make</p> <ul style="list-style-type: none"> • Explore sustainability and existing packaging and branding examples • Analyse types of nets and layouts • Using given toys, generate ideas for packaging and accessories • Make internal elements to accompany toys |

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| <ul style="list-style-type: none"> • Explore complementary and harmonious/analogous colours • Experiment with paint on floral template • Experiment with paint on insect template. • Re-create still life in the style of Mackintosh | <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 | <ul style="list-style-type: none"> • Make external box including branding and use of photos • Evaluate <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Design, discuss ingredients and plan ahead, selecting the appropriate resources. • Make, use a range of techniques following step by step instructions. • Evaluate, taste and evaluate the product • Technical knowledge, weighing, preparing, measuring, crumbing mixing, spreading |
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