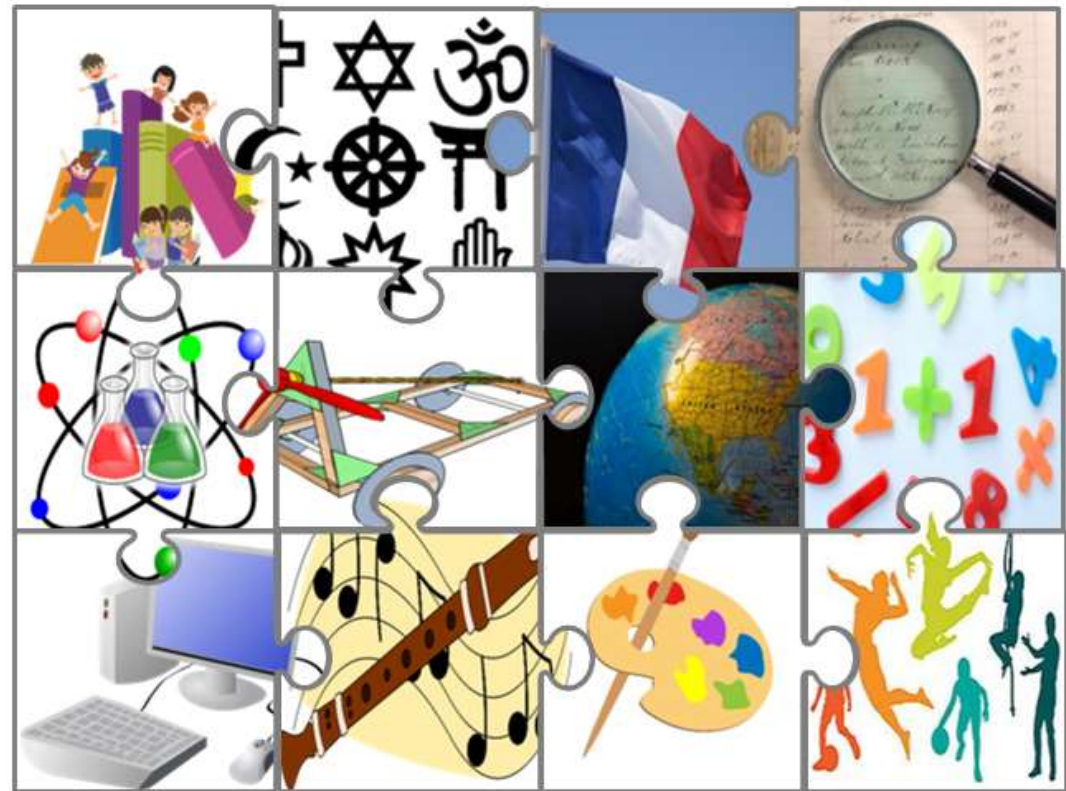


Year 3 Long Term Plan 24-25

"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year."



*"Together we will
Flourish"*





Year 3 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS STONE AGE BRITAIN	GUNPOWDER PLOT / BRITISH MONARCHY WATER, WATER - EVERYWHERE	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	
Possible Texts	Stone Age Boy Satoshi Kitamura	The Water Book – Curriculum Visions Text book The Gunpowder Plot	Escape to Pompeii Christina Balit	Ottoline and the Yellow Cat Chris Riddell	'Greek Myths: Medusa and Perseus'	
'Wow' moments / Enrichment Weeks	Whole school 'Circus Day' Online Safety – community Police Service Saltaire visit SCARF Fossils workshop at Cliffe Castle Lifebase Workshop: <i>Meet the Brain</i>	West End In Schools –: The Ramayana – Diwali Dance Workshop Children in Need Fundraising activities Visit to Yorkshire Water - Headingley	Blackhills Residential: Outdoor learning – orienteering; building shelters; wide games; fire lighting; nature studies Adventurous activities: Archery	Comic Relief Fund Raising activity day	Road Safety Training	Sports Day




Year 3 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS STONE AGE BRITAIN	GUNPOWDER PLOT / BRITISH MONARCHY WATER, WATER - EVERYWHERE	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	
Our Values Assemblies These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	FRIENDSHIP Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. Link: having/being a good friend in your class	COMPASSION Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. Link: Children in Need/Foodbank Appeal at Harvest	REVERENCE & RESPECT Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. Link: New Year	SERVICE Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. Link: Easter – Servant King	CREATION & COMMUNITY Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. Link: visits/trips	TRUTHFULNESS Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. Link: transition – be true to yourself
Assessment opportunities	Baseline	Data Point	Through year formative assessment	Data Point	Through Year formative assessment	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration

We recognise that all children are unique and special.



Year 3 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS STONE AGE BRITAIN	GUNPOWDER PLOT / BRITISH MONARCHY WATER, WATER - EVERYWHERE	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	
Transcription including handwriting	<u>Handwriting</u> Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]					

	2 weeks	4 weeks	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Topic	Community Detectives	Gunpowder Plot	Stone Age	Water, Water everywhere	Extreme Weathers	Legacy of the Ancient Greeks	
		The Gunpowder Plot	Stone Age Boy Ug	Ottoline and the Yellow Cat Pebble in my pocket	Escape to Pompeii	Greek Myths	
English Genre	<p>Writing to inform- Reports</p> <p>Centre of Bradford, scrap book about the key features/ Building in Bradford.</p>	<p>1 week- Writing to inform- News bulletin</p> <p>1 week: Writing to entertain- Settings-</p> <p>1 weeks: Anonymous letter- informal, to parliament</p> <p>1 week: Senses poem – 1 week Haikus</p>	<p>2 weeks- Stone Age Boy Writing to inform- Instructions about how to make stone age tools</p> <p>3 weeks- Ug Writing to entertain- retell with dialogue focus</p>	<p>2 weeks – Pebble in my Pocket Writing to inform- informative posters- How to save water (trip) Cross curricular with Geography</p> <p>Week 1 and 2: Ottoline Writing to entertain- Week 1- character descriptions Week 2 News bulletin/ report about the capture of the Yellow Cat</p> <p>Week 3 and 4- Writing to persuade - informal letter from Mr Munro or Ottoline to the dogs or the cat asking them to change their ways.</p>	<p>2 weeks- Writing to persuade- Recounts, information booklet for next years year 3 children Trip to black hills</p> <p>Week 1 and 2 weeks- Writing to entertain- setting description, contrasting images of before and after the eruption</p> <p>Week 3 and 4- writing to entertain- 'A day in the life of' diary entries with different perspectives (from being stuck on the island and looking at the island from the boat)</p>	<p>2 weeks- Writing to inform- Explanations non chron a Greek God</p> <p>2 weeks- Writing to entertain- In the beginning (Pandora's Box</p> <p>2 weeks- Writing to entertain- Persephone and the pomegranate seeds</p>	<p>1 week Poetry- Limericks</p> <p>1 week- Writing to entertain- character description mythological creatures</p> <p>2 weeks- Writing to entertain- Myth innovation using mythological creature.</p> <p>1 week- writing to entertain- Diary entry in perspective of mythological creatures about Olympics.</p>

Ongoing Skills	<p>Use the diagonal and horizontal strokes needed to join some letters.</p> <p>Use the full range of punctuation taught at key stage 1.</p> <p>Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar or their writing.</p> <p>Maintain standard English forms e.g. using a/an correctly.</p> <p>Make simple addition, revisions and proof- reading corrections to their own writing.</p> <p>Use a range of coordinating conjunctions.</p> <p>Correct use of nouns and pronouns to avoid repetition.</p>						
Writing To inform	<p>Reports</p> <p>2 sections</p> <p>Prepositional language, local area, sectioned report. Using prepositional language that include locations</p> <p>Recap- commas in a list.</p> <p>Use simple organisational devices headings</p> <p>To spell all KS1 curriculum words correctly.</p> <p>Sentences using conjunctions using 'and' and 'because'</p>	<p>1 week - News bulletin</p> <p>Inverted commas can be used to punctuate direct speech.</p> <p>Paragraphs</p>	<p>Instructions about how to make stone age tools</p> <p>Use correct tense consistently, including present perfect.</p> <p>Word choices to match information text.</p> <p>Comma's to separate a list.</p> <p>Closing paragraph with a top tip.</p> <p>To use adverbs to express time and prepositions.</p> <p>Use simple organisational devices (e.g. headings/ subheadings appropriately)</p> <p>Title</p> <p>Opening paragraph to introduce instructions, equipment list, method (with top tip)</p>	<p>2 weeks - Informative posters- How to save water (trip)</p> <p>Cross curricular with Geography</p> <p>Begin to use paragraphs to structure writing.</p> <p>Use simple organisational devices (e.g. headings/ subheadings appropriately)</p> <p>To use adverbs to express time and prepositions.</p> <p>Use preposition to express place and time.</p>		<p>2 weeks- Non chronological about Greek God</p> <p>Begin to use paragraphs to structure writing.</p> <p>Use simple organisational devices (e.g. headings/ subheadings appropriately)</p>	

Write to entertain		<p>1 week: Settings- Describe setting using expanded noun phrases (with commas)</p> <p>Third person</p> <p>Precise nouns- language choices help to make realistic sounding narratives e.g. shouted instead of said.</p> <p>1 weeks: Anonymous letter- informal, to parliament</p> <p>Recap apostrophes for possession and plural nouns</p> <p>Third person</p> <p>To spell some year 3 curriculum words correctly.</p>	<p>3 weeks- Writing to entertain- retell with dialogue focus</p> <p>Recap apostrophes for contractions and possession.</p> <p>Begin to use inverted commas to punctuate speech.</p> <p>First person</p> <p>To spell some year 3 curriculum words correctly.</p> <p>Fronted Adverbials</p>	<p>Innovate</p> <p>Use a range of subordinating conjunctions.</p> <p>Past tense</p> <p>To spell most year 3 curriculum words correctly.</p> <p>Prepositional phrases for settings.</p> <p>Paragraphs</p>	<p>Setting description and 'a day in the life of'</p> <p>First person</p> <p>Dialogue begins to be used to convey characters thoughts and to move narratives forward.</p> <p>Use a range of subordinating conjunctions.</p> <p>To sequence events and mark changes in settings.</p> <p>Past perfect tense.</p> <p>To spell most year 3 curriculum words correctly.</p> <p>Paragraphs</p> <p>Evaluate, edit and proof read.</p> <p>Ordinal language</p> <p>Questions for the reader</p>	<p>4 weeks: A Greek myth retell with known mythological creature.</p> <p>First person</p> <p>Precise nouns and pronouns- language choices help to make realistic sounding narratives e.g. shouted instead of said.</p> <p>5 clear sections</p> <ul style="list-style-type: none"> - Conjunctions - Adverbs - Prepositions <p>To sequence events and mark changes in settings.</p> <p>To spell all year 3 curriculum words correctly.</p> <p>Paragraphs</p> <p>Evaluate, edit and proof read.</p>	<p>1 week- character description mythological creatures</p> <p>Third person</p> <p>Describe characters using expanded noun phrases.</p> <p>3 weeks- Myth innovation using mythological creature.</p> <p>Third person</p> <p>Sequence events to create chronological plot through the use of adverbials.</p> <p>Fronted adverbials</p> <p>To spell all year 3 curriculum words correctly.</p> <p>Paragraphs</p> <p>Evaluate, edit and proof read.</p>
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Poetry		<p>Haikus</p> <ul style="list-style-type: none"> • The mood of a haiku is generally serious and is usually about nature • There is no rhyming structure • The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables • Each line starts with a capital letter 					<p>Limericks</p> <p>The poem is five lines in length and follows the rhyme scheme AABBA</p> <ul style="list-style-type: none"> • The line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables • The first line usually begins with 'There was a...' and ends with the name of a person or place • The last line should be rather unusual or far-fetched • Each line starts with a capital letter • Lines often end with a comma • The mood of this type of poem is comic, and it can even be nonsense <p>An ambitious young fellow named Matt, Tried to parachute using his hat, Folks below looked so small, As he started to fall,</p>
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Writing to persuade					<p>Writing to persuade- Recounts, information booklet for next years year 3 children Trip to black hills</p> <p>Paragraphs To relate information To express time and clause using conjunctions. Present/ perfect form of verbs. Sectioned persuasive text.</p> <p>Planned in sections. Headings Sub-headings Conjunctions to express time and place.</p>		
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Classroom Secrets Year 3								
Week	1	2	3	4	5	6	7	8
Autumn 1	Ready to write: 1.Noun Phrases 2.What is a Sentence? 3.Different Types of Sentences	Ready to write: 4.Expanding Sentences 1 5.Expanding Sentences 2 6.Commas	Ready to write: 7.Apostrophes 1 8.Apostrophes 2	Ready to write: 9.Past and Present Tense 1 10.Past and Present Tense 2	Determiners 1.What is a Vowel?	Determiners 2.What is a Consonant? 3.'the', 'a' or 'an'?	Determiners 4.Recognising Determiners 5.Using Determiners	Assessment Week
Autumn 2	Conjunctions: 1.What is a Clause? 2.Coordinating Conjunctions	Conjunctions: 3.Subordinating Conjunctions 4.Using Conjunctions to Express Time	Conjunctions: 5.Using Conjunctions to Express Place 6.Using Conjunctions to Express Cause	Conjunctions: 7.Using Conjunctions to Express Time, Place and Cause	Adverbs 1.What is an Adverb? 2.Using Adverbs to Express Time	Adverbs 3.Using Adverbs to Express Place 4.Using Adverbs to Express Cause	Assessment Week	
Spring 1	Adverbs 5.Using Adverbs to Express Time, Place and Cause	Prepositions 1.What is a Preposition? 2.Prepositional Phrases	Prepositions 3.Using Prepositions to Express Time 4.Using Prepositions to Express Place	Prepositions 5.Using Prepositions to Express Cause 6.Using Prepositions to Express Time, Place and Cause	Speech 1. Recognising Direct Speech	Speech 2. Punctuating Direct Speech		
Spring 2	Speech 3. Writing Direct Speech	Tenses 1. Recognising the Present Perfect Form in Sentences	Tenses 2. Using the Present Perfect Form in Sentences	Nouns Types of nouns Recognising abstract nouns	Nouns Using abstract nouns Using different types of nouns.	Assessment Week		
Summer 1	Paragraphs Sequencing sentences What is a paragraph?	Paragraphs Paragraphs in narrative	Paragraphs Paragraphs in reports	Paragraphs Paragraphs in biographies	Word Families Root words- prefixes and suffixes			
Summer 2	Word Families Identifying word families	Prefixes What is a prefix?	Prefixes Adding super, anti, auto	Prefixes Adding sub, inter. Creating word families.	Consolidation and Assessment	Consolidation and Assessment	Consolidation and Assessment	

Sounds-Write Spelling Patterns

Year 3 and 4 Sounds-Write Word lists

Curriculum Words

Academic vocabulary

3000 most commonly used words

GPS

Recap of spelling patterns

Week 1 Unit 1+27 /ae/	Week 2 Unit 2+29 /ee/	Week 3 Unit 2+29 /ee/	Week 4 4+32 /oe/	Week 5 6+34 /er/	Week 6
reign strange certain eighteen weight straight separate community resident research	breathe angry believe coffee maybe experience material peculiar various imposed	depressed complete extreme naughty probably February history scream stream	potatoes though although road tomorrow photograph approach following appropriate slope	answer consider perhaps quarter remember calendar forwards grammar particular properly	peculiar popular regular centre circle early heard learn purpose certain
Week 7 7 /e//	Week 8 8 /ow/	Week 9 10+36 /oo/ moon	Week 10 11 /ie/	Week 11 Unit 12 /oo/ Book	Week 12 Unit 14 /u/
breath experiment interest anything many heavy ready	assume positive brown mouth crowded discount surrounding	February, fruit, group, through choose improve June	bicycle library height island July quite Nineteen	previous cooking could should wooden goodbye football	acknowledge covered double worry countryside money something

health death threaten	household powerful	juice afternoon do	climate qualify frightening	tooth neighbourhood bullet	another become brother
Week 13 Unit 16 /s/	Week 14 Unit 16 /s/	Week 15 Unit 18 /l/	Week 16 19+43 /or/	Week 17 Unit 20 /air/	Week 18 21 /ue/
strength suppose centre certain circle decide exercise medicine recent century	address possess possible notice sentence promise purpose scientific consequence princess	bicycle possible length acceptable critical plus homophones major issues elements	caught naughty forward forwards important ordinary quarter although thought recall	February library ordinary various therefore energy wherever chairman prepared underwear	regular actually particular popular continue assume viewer excuse produce humorous
Week 19 Unit 23 /oy/	Week 20 Unit 24 /ar/	Week 21 Unit 25 /o/	Week 22 Unit 28 /d/	Week 23 Unit 30 /i/	Week 24 Unit 33 /n/
appointment poison	answer heart	knowledge opposite	address forbidding	bicycle build	imagine medicine

pointed royal noisy voice toilet employment avoid destroy	master hardly circumstance particularly alarm calm harmful sharp	washing blonde what watch quality honest want wash	meddlesome stepladder bedding addition middle saddle muddy puddle	busy business women typical symptom minute pretty mysterious	knowledge reign knife sign knock assignment routine designer
Week 25 Unit 35 /v/	Week 26 Unit 37 /j/	Week 27 Unit 38 /g/	Week 28 Unit 40 /f/	Week 29 Unit 42 /m/	Week 30 Unit 44 /h/
theory have live give vast veins verge verb venue vegan	knowledge strange religious intelligence agent edge magic surgery soldier origin	guard guide guess guitar dialogue ghost tongue league guarantee colleague	difficult different enough laugh geography paragraph photograph tough physical elephant	achieve programme welcome column bomb climb enzyme breadcrumb comb amber	hole whole whose who's here hundred house helicopter rhino whom

Week 31 Unit 45 /k/	Week 32 Unit 46 /r/	Week 33 Unit 47 /t/	Week 34 Unit 48 /z/	Week 35 Unit 49 /eer/	Week 36 Unit 50 /schwa/
headache soccer stomach account scheme chemistry character technology unique chemical	arrive wrong written rhythm wrap wrong pirate where rare breath	minute opposite doubt waste receipt definite debt chocolate better bitter	opposite position possess potatoes suppose surprise cheese lose please realise	appear disappear nearly cheerful tear volunteer clear sincere hearing atmosphere	decide often describe various famous favourite question opposite appear disappear

ENGLISH Reading – word reading	<u>Guided Reading:</u> Schofield and Sims Autumn 1 recap of Year 2 units. Autumn 2-Spring 2 teaching Schofield and Sims. Summer term- teacher to plan according to the strengths/ weaknesses and gaps of the children in that cohort.
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Week	Skill	Book & Text	Genre	Curriculum Links
Autumn 1				
1	Retrieval	Year 2, Unit 17 Dogs in Space	Non-Fiction	Science
2	Inference	Year 2, Unit 18 A Bottle of Happiness	Fiction	
3	Word Meaning	Year 2, Unit 16 The Darkest Dark	Fiction	
4	Inference	Year 3, Unit 4 The Magic Finger	Fiction: Classic Fiction	PSHCE: Describing Feelings
5	Summarising	Year 3, Unit 1 The Pebble in My Pocket	Non-Fiction Narrative Non-Fiction	Geography: Human and Physical
6	Retrieval	Year 3, Unit 6 Prawn Pizza	Non-Fiction Instructional Text	Science: Nutrition PSHCE: Healthy Lifestyle
Autumn 2				
1	Inference	Year 3, Unit 8 The Ice Palace	Fiction	
2	Retrieval	Year 3, Unit 9 A House of Snow and Ice	Non-Fiction Information Text	Geography: The Arctic
3	Relationship	Year 3, Unit 3 My Brother is a Superhero	Fiction	
4	Word Choice	Year 3, Unit 7 The Iron Man	Fiction Classic Fiction	
5	Retrieval	Year 2, Unit 6 Christmas Eve	Poetry	
6	Assessment Week			

Spring 1				
1	Retrieval	Year 3, Unit 2 Stone Circles	Non-fiction Information text	History
2	Inference	Year 3, Unit 10 The Heavenly River	Fiction Mythology	Geography: Chinese Culture
3	Inference	Year 3, Unit 13 Tom's Midnight Garden	Fiction Classic Fiction	
4	Word Meaning	Year 3, Unit 12 Night Comes Too Soon	Poetry	Geography: The Caribbean
5	Word Meaning	Year 3, Unit 14 The Story of Tutankhamun	Non-fiction Information text	History: Ancient Egypt
6	Word Choice	Year 3, Unit 15 The Butterfly Lion	Fiction	
Spring 2				
1	Inference	Year 3, Unit 18 The Madhatters	Poetry	
2	Retrieval	Year 3, Unit 16 Wild Animal to be Banned from Circuses...	Non-fiction Newspaper Article	PSHCE: Caring for Living Things
3	Word Meaning	Year 3, Unit 17 Alice's Adventures in Wonderland	Fiction Classic Fiction	
4	Comparison	Year 3 Unit 11 New Year Celebrations	Non-fiction Information Text	Geography: Chinese Culture
5	Staff to create own from now on, based on the needs of the class			
6	Assessment Week			

Spellings Linked to Sounds-Write.

Year 3 and 4 Sounds-Write Word lists

Curriculum Words
Academic vocabulary
3000 most commonly used words
GPS
Recap of spelling patterns

Week 1 Unit 1+27 /ae/	Week 2 Unit 2+29 /ee/	Week 3 Unit 2+29 /ee/	Week 4 4+32 /oe/	Week 5 6+34 /er/	Week 6
reign strange certain eighteen weight straight separate community resident research	breathe angry believe coffee maybe experience material peculiar various imposed	depressed complete extreme naughty probably February history scream stream	potatoes though although road tomorrow photograph approach following appropriate slope	answer consider perhaps quarter remember calendar forwards grammar particular properly	peculiar popular regular centre circle early heard learn purpose certain
Week 7 7 /e/	Week 8 8 /ow/	Week 9 10+36 /oo/ moon	Week 10 11 /ie/	Week 11 Unit 12 /oo/ Book	Week 12 Unit 14 /u/
breath experiment interest anything many heavy ready health death threaten	assume positive brown mouth crowded discount surrounding household powerful	February, fruit, group, through choose improve June juice afternoon do	bicycle library height island July quite Nineteen climate qualify frightening	previous cooking could should wooden goodbye football tooth neighbourhood bullet	acknowledge covered double worry countryside money something another become brother

Week 13 Unit 16 /s/	Week 14 Unit 16 /s/	Week 15 Unit 18 /l/	Week 16 19+43 /or/	Week 17 Unit 20 /air/	Week 18 21 /ue/
strength suppose centre certain circle decide exercise medicine recent century	address possess possible notice sentence promise purpose scientific consequence princess	bicycle possible length acceptable critical <u>plus</u> homophones major issues elements	caught naughty forward forwards important ordinary quarter although thought recall	February library ordinary various therefore energy wherever chairman prepared underwear	regular actually particular popular continue assume viewer excuse produce humorous
Week 19 Unit 23 /oy/	Week 20 Unit 24 /ar/	Week 21 Unit 25 /o/	Week 22 Unit 28 /d/	Week 23 Unit 30 /i/	Week 24 Unit 33 /n/
appointment poison pointed royal noisy voice toilet employment avoid destroy	answer heart master hardly circumstance particularly alarm calm harmful sharp	knowledge opposite washing blonde what watch quality honest want wash	address forbidding meddlesome stepladder bedding addition middle saddle muddy puddle	bicycle build busy business women typical symptom minute pretty mysterious	imagine medicine knowledge reign knife sign knock assignment routine designer

Week 25 Unit 35 /v/	Week 26 Unit 37 /j/	Week 27 Unit 38 /g/	Week 28 Unit 40 /f/	Week 29 Unit 42 /m/	Week 30 Unit 44 /h/
theory have live give vast veins verge verb venue vegan	knowledge strange religious intelligence agent edge magic surgery soldier origin	guard guide guess guitar dialogue ghost tongue league guarantee colleague	difficult different enough laugh geography paragraph photograph tough physical elephant	achieve programme welcome column bomb climb enzyme breadcrumb comb amber	hole whole whose who's here hundred house helicopter rhino whom
Week 31 Unit 45 /k/	Week 32 Unit 46 /r/	Week 33 Unit 47 /t/	Week 34 Unit 48 /z/	Week 35 Unit 49 /eer/	Week 36 Unit 50 /schwa/
headache soccer stomach account scheme chemistry character technology unique chemical	arrive wrong written rhythm wrap wrong pirate <u>where</u> rare breath	minute opposite doubt waste receipt definite debt chocolate better bitter	opposite position possess potatoes suppose surprise cheese lose please realise	appear disappear nearly cheerful tear volunteer clear sincere hearing atmosphere	decide often describe various famous favourite question opposite appear disappear

GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses	Assessments	
Summer	1. Nouns	2. Paragraphs				3. Word Families		4. Prefixes			Assessments	



Year 3 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS STONE AGE BRITAIN	GUNPOWDER PLOT / BRITISH MONARCHY WATER, WATER - EVERYWHERE	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i> <i>Mathematics Mastery</i>	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division (mental methods)	Number: Multiplication and Division (written methods) Measurement: Length and Perimeter	Number: Fractions (compare, order and equivalent fractions) Measurement: Msss and Capacity	Number: Fractions (calculating with fractions) Measurement: Money Measurement: Time	Geometry: Shape Statistics
<i>We follow the White Rose Maths' Hub . It provides a mastery approach to Maths' which is embedded through St Luke's Primary School.</i>	Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence. Our mantra is simple: 'Everyone Can do Maths, Everyone.' As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. We're committed to working together to be and give the very best, and to make a difference to every pupil.					




Year 3 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	GUNPOWDER PLOT / BRITISH MONARCHY	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	
STONE AGE BRITAIN	WATER, WATER - EVERYWHERE				

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Rocks	Animals, including humans	Plants	Light	Forces and Magnets
	<p>*Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>*Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>*Recognise that soils are made from rocks and organic matter</p> <p>MARY ANNING</p>	<p>*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</p> <p>*Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>MARIE CURIE</p>	<p>*Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>*Investigate the way in which water is transported within plants</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Tom Hartdyke</p>	<p>*Recognise that they need light in order to see things and that dark is the absence of light</p> <p>*Notice that light is reflected from surface</p> <p>*Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>*Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>*Find patterns in the way that the size of shadows change</p> <p>THOMAS EDISON</p>	<p>*Compare how things move on different surface surfaces.</p> <p>*Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>*Observe how magnets attract or repel each other and attract some materials and not others</p> <p>*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.</p> <p>*Describe magnets as having 2 poles</p> <p>*Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>MICHAEL FARADAY</p>
Working Scientifically – On going across the year					

Year 3 Long Term Plan 24-25



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS STONE AGE BRITAIN	GUNPOWDER PLOT / BRITISH MONARCHY WATER, WATER - EVERYWHERE	Escape to pompeii	EXTREME WEATHER	LEGACY OF THE ANCIENT GREEKS	

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R.E. Believing and Belonging The Agreed Syllabus for RE 	How do Jews remember God's covenant with Abraham and Moses? Focus on what it is like to be Jewish and the covenant with God, exploring beliefs about God, and how God is expressed in stories, celebration, ritual and action. Moses as a key leader in the Jewish tradition, the Torah as sacred text and great festival of Pesach and Shabat.	What part did the angels play in the Christmas story? The role of angels in the story of Christmas. They will learn about Christians being messengers of Christ's Good News in the world today and how the Church celebrates the Feast of Christmas. Read and explore the Gospel accounts of key events in the life of Jesus.	What is Spirituality and how do people experience this? Concept of spirituality focusing on creative ways in which it may be demonstrated. Pupils experiment with a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. Includes music, visual arts and dance, sculpture and drama.	How did Jesus forgive other people? Jesus in the Wilderness – temptation. Entry into Jerusalem – triumph Holy week - discipleship Good Friday - forgiveness & contemplation Easter – resurrection	What do Christians believe about a good life? The importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Explorer Jesus' teachings about rules and behavior in relation to a variety of Bible stories and parable. Reflect on the influence of Bible on individuals and communities. Analyse and evaluate own beliefs and what it means to lead a good life.	Who can inspire us? Explore the concept of leadership: Jesus, The Prophet Mohammed and Moses. Key figures in the Abrahamic religions and their teachings. Characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Study modern day leaders, analysing the impact they have had on society.
	Religion studied: Judaism Maximum 10 hours	Religions studied: Christianity 7 hours	Religions studied: Christianity, Judaism, Islam and Sikhism as well as non-religious approaches. 8 hours.	Religions studied: Christianity 7 hours	Religions studied: Christianity 6 hours	Religions taught: Christianity, Islam, Judaism and non-religious perspectives Hours: 7

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P.H.S.E. & R.S.E. Coram Life Education & SCARF 	Me and My Relationships I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out. Lifebase Workshop: <i>Meet the Brain</i>	Valuing Differences I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	Keeping Myself Safe I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	Rights and Responsibilities I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.	Being my Best I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	Growing and Changing I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.
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Year 3 Long Term Plan 24-25

General Themes:

**COMMUNITY DETECTIVES
MAP SKILLS**

STONE AGE BRITAIN

**GUNPOWDER PLOT /
BRITISH MONARCHY**

**WATER, WATER -
EVERYWHERE**

Escape to pompeii

EXTREME WEATHER

Summer 1

Summer 2

LEGACY OF THE ANCIENT GREEKS

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HISTORY



Understand chronology of time.
Timeline of key British eras from 1066 to 2023.

Time line from Prehistoric times to Gunpowder Plot.

Stone Age to Iron Age Britain
Learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. Understand the chronology of time, learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how developments occurred from the Stone Age to the Iron Age

Gunpowder, Treason & Plot
A study of the events of 1605 and how we remember them today.
Protestantism and Catholicism.
Explore the impact on modern day democracy.

Identify key monarchs from James 1 to Charles III:
George III / Victoria / George V / George VI / Edward VIII / Queen Elizabeth II

Timeline of key eras from Stone Age to present day.

Locate Greece on world and European maps.
Identify the mainland and islands & key physical features.
Place the Ancient Greeks on a timeline:
Stone Age-Ancient Greeks-Christ – Gunpowder Plot – Victorians – New Elizabethan Era – Today.
Identify sources used by historians.

Know the legacy of the Greeks including: the Olympic Games; alphabet/literacy; architecture; democracy; theatre; mathematics.

Evidence – primary and secondary sources. What can artefacts tell us about the Ancient Greeks?

Timeline of key events during Ancient Greek civilisation.



General Themes:

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GEOGRAPHY



<p>Locate and name the continents and oceans of the world & label world map including the Equator. Locate and label countries and capitals of the UK.</p> <p>Use locational language to describe the location of points on a map of the school/local area.</p> <p>Plan a tour which includes a plan/map of the school – use a key.</p> <p>Undertake an environmental survey of the school grounds – litter, noise, likes/dislikes</p>	<p>Oceans, Seas and rivers of the world/UK Where water comes from the water cycle Using Water Dams, reservoirs and canals The Water Book Providing water to a thirsty world (p24-31) Pollution of the seas – The Problem with Plastic (p34-35 and 44-45) Visit to Headingley Water Treatment Works, Leeds. Locate the world's oceans and seas and largest lakes. Identify and locate the longest rivers in each continent. Name and locate the longest and most important UK Rivers. Know the structure of the Water Cycle. Complete a river study. Identify key parts of the river journey. Understand erosion</p>	<p>Identify mountain ranges of the UK and world. Locate the highest mountain in each continent and in the UK.</p> <p>Volcanoes, earthquakes and tsunamis and how they are caused by the movement of tectonic plates.</p> <p>Structure and formation of volcanoes. Pacific Ring of Fire.</p> <p>What happened in Pompeii?</p> <p>Winds – hurricanes, tornadoes and typhoons.</p>	<p>Understand types of volcanoes and those that erupt. Know about tectonic plates and their effects on tsunami, volcanic eruption and earthquakes. Know where hurricanes, tornadoes occur and their devastating effects.</p>	<p>MAP SKILLS: locating Europe – Greece – Islands – seas TOURISM PE Orienteering</p>	
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CLIMATE CHANGE

Extreme weather
Explain the link between climate change & extreme weather
Explain ways that people have adapted to manage extreme weather
Understand the effects of water pollution both locally in rivers and streams and in the oceans and seas
Renewable Energy (Unit 4 Ninja Comprehension)
The Water Cycle (Unit 20 Ninja Comprehension)




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Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

P.E. 	Games- Tag Rugby (invasion)	Gymnastics	Dance	Badminton (net and wall)	Games- Cricket (striking and fielding)	Athletics
	Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.	Use this Unit of Work to develop balance, agility and coordination.	to perform dances using simple movement patterns.	Use this Unit of Work to master basic movements and develop balance, agility and coordination.	Use this Unit of Work to master key movements and techniques. Participate in team games, developing simple tactics for attacking and defending. OAA on residence	master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination.




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	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design
Art and Design and D.T. Combined Kapow 	Cooking and nutrition: Eating seasonally Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.	Drawing: Growing artists Using botanical drawings as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Digital world: Electronic charm Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.	Craft and design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	Structures: Constructing a castle Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.




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<div>COMPUTING</div> <div>[Kapow Primary]</div> <div></div>	<div>Computing systems and networks 1: Networks and the internet</div> <div>Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.</div>	<div>Programming: Scratch</div> <div>Building on the use of the ‘ScratchJr’ application in Year 2, progress to using the more advanced computer-based application called ‘Scratch’, learning to use repetition or ‘loops’ and building upon skills to program; an animation, a story and a game</div>	<div>Computing systems and networks 2: Emailing</div> <div>Learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. Options for both Google and Microsoft schools.</div>	<div>Computing systems and networks 3: Journey inside a computer</div> <div>Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models</div>	<div>Creating media: Video trailers (Previously called 'Digital literacy')</div> <div>Developing filming and editing video skills through the storyboarding and creation of book trailers.</div> <div>Online safety: Year 3</div> <div>Learning about online safety: ‘fake news’, privacy settings, ways to deal with upsetting online content, protecting our personal information on social media</div>	<div>Data handling: Comparison cards databases</div> <div>Using the theme of a ‘Comparison cards game’ (based on the popular game, Top Trumps), to understand what a database is by learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering. Options for Google and Microsoft schools.</div>

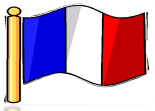


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M.F.L. French [Kapow Primary]						
	French greetings with puppets	French adjectives of colour, size and shape	French playground games - numbers and age	In a French Classroom	French transport	Circle of life in French
	Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse	This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games	Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.	Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.




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MUSIC [Kapow Primary] 	Ballads	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Chinese New Year)	Traditional instruments and improvisation (Theme: India)	Creating compositions in response to an animation (Theme: Mountains)	Jazz
	<p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</p> <p>Harvest festival – communal hymn singing</p>	<p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p> <p>Christmas Carol Service = communal singing</p>	<p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>	<p>Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.</p>	<p>Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>