



St Mary's Catholic Primary School and Nursery
Long Term Plan 2023 - 2024

Year 3

	Europe	Raiders and Traders	I Love London	The Empire Rush	African Adventures	
	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
English	<p>Key Text:</p> <p>Main text: A Tiger Child</p> <p>Writing focus: Traditional tales, non-chronological, descriptive poems.</p> <p>Grammar Focus: To use powerful adjectives for effect. To understand when to use 'A' or 'An'. To add the Prefixes: super-, anti-, auto- To identify and use a range of tenses including the present tense. To use apostrophes for a range of reasons including contractions.</p>	<p>Main text: Stone Age Boy</p> <p>How to wash a woolly mammoth.</p> <p>Key Text:</p> <p>Writing focus: Diaries and letters Instructions</p> <p>Grammar focus: To use Nouns and Pronouns for Clarity To identify vowels and consonants. To add the suffix '-ly'. To use the simple past and present perfect tense. To use a range of subordinate clauses effectively.</p>	<p>Key Text:</p> <p>Main text: Dolphin Boy</p> <p>News reports on the whale in the Thames.</p> <p>Writing focus: Recounts Newspaper reports</p> <p>Grammar focus: To identify and use powerful verbs. To join words to make compound words. To use the Prefixes: dis-, mis-, un To know and use Subordinating Conjunctions To begin to use Inverted Commas correctly.</p>	<p>Key Text:</p> <p>Main text: Diary of a Gladiator</p> <p>Writing focus: Non-chronological reports Diaries and Letters</p> <p>Grammar focus: To use Adverbs to express Time, Place & Cause. To use the prefixes: in-, im-, ir-, and il-,. To spell and use words with the Suffix '-ation'. To identify and use Coordinating Conjunctions. To identify and use headings and subheadings.</p>	<p>Main text: James and the Giant Peach</p> <p>Writing focus: Diaries, Adventure Stories, recounts</p> <p>Grammar focus: To understand and spell a variety of Homophones To add the suffix -ous. To identify and explain word families. To use place and cause conjunctions To understand and implement Editing and Evaluating.</p>	<p>Key Text:</p> <p>Main text: Beowulf</p> <p>Writing focus: adventure stories, playscripts, narrative poetry</p> <p>Grammar focus: To identify, understand and use prepositions. To apply the Prefixes: re- , sub-, inter To apply spelling rules to suffixes beginning with Vowels To identify and use a developing range of Time Conjunctions To understand and use Paragraphs.</p>
RE	Homes – family - God's dream for every family.		Journeys – Community – Christian family's journey with Jesus.		Energy – Pentecost – Gifts of the Holy Spirit.	

	<p>Promises – Baptism – Promises made at baptism Judaism – Places for worship – the Synagogue.</p> <p>Visitors – Advent – Advent: Waiting for the coming of Jesus.</p>	<p>Listening & Sharing – Eucharist – Jesus gives himself to us in a special way. Listening & Sharing – Eucharist – Jesus gives himself to us in a special way.</p> <p>Giving all – Lent/Easter – Lent a time to remember Jesus' total giving.</p>	<p>Choices – Reconciliation – The importance of examining of conscience, Sacrament of Reconciliation.</p> <p>Islam - Places for worship – The Mosque</p> <p>Special places – Holy places for Jesus and Christians.</p>
Maths	<p>Place value</p> <ul style="list-style-type: none"> • Represent numbers to 100 • Tens and ones using addition • Hundreds • Numbers to 1000 • Numbers to 1000 on a place value grid activity • 100s, 10s, 1s (1) • 100s, 10s, 1s (2) • Number line to 100 • Number line to 1000 • Find 1, 10, 100 more or less • Compare objects • Compare numbers • Ordering numbers • Count in 50s • <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Add and subtract multiples of 100 • Add and subtract 1s • Add and subtract 3-digit and 1-digit numbers – not crossing 10 • Add a 2-digit and 1-digit number – crossing 10 • Add 3-digit and 1-digit numbers – crossing 10 • Subtract a 1-digit number from 2-digits - crossing 10 	<p>Number: Multiplication and division</p> <ul style="list-style-type: none"> • Comparing statements • Related calculations • Multiply 2-digits by 1-digit (1) • Multiply 2-digits by 1-digit (2) • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Divide 2-digits by 1-digit (3) • Scaling • How many ways? • <p>Measurement: Money</p> <ul style="list-style-type: none"> • Pounds and pence • Converting pounds and pence • Adding money • Subtracting money • Giving change <p>Statistics:</p> <ul style="list-style-type: none"> • Pictograms • Bar Charts • Tables <p>Measurement – Length and perimeter</p> <p>Measure length</p> <ul style="list-style-type: none"> • Equivalent lengths – m & cm • Equivalent lengths – mm & cm • Compare lengths • Add lengths • Subtract lengths 	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Making the Whole • Tenths • Count in Tenths • Tenths as Decimals • Fractions on a Number Line • Fractions of a set of objects (1) • Fractions of a set of objects (2) • Fractions of a set of objects (3) • Equivalent Fractions (1) • Equivalent Fractions (2) • Equivalent Fractions (3) • Compare Fractions • Order Fractions • Add Fractions • Subtract Fractions <p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> • What is Perimeter? • Measure Perimeter • Calculate Perimeter (1) • Calculate Perimeter (2) • Divide with Remainders activity • Divide 2-digits by 1-digit (3) • Scaling • How Many Ways? <p>Geometry Shape</p> <ul style="list-style-type: none"> • Turns and Angles

	<ul style="list-style-type: none"> Subtract a 1-digit number from a 3-digit number – crossing 10 Add and subtract 3-digit and 2-digit numbers – not crossing 100 Add 3-digit and 2-digit numbers – crossing 100 Subtract a 2-digit number from a 3-digit number – crossing 100 Add and subtract 100s <p>Multiplication and division (3-, 4- and 8-times tables)</p> <ul style="list-style-type: none"> Multiplication – equal groups Multiplication using the symbol Using arrays 2 times table 5 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 Divide by 5 Divide by 10 Multiply by 3 Divide by 4 The 3 times table Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table 	<ul style="list-style-type: none"> Measure perimeter Calculate perimeter <p>Number – Fractions</p> <ul style="list-style-type: none"> Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions of a number line Fractions of a set of objects (1) Fractions of a set of objects (2) Fractions of a set of objects (3) 	<ul style="list-style-type: none"> Right Angles in Shapes Compare Angles Draw Accurately Horizontal and Vertical Parallel and Perpendicular Recognise and Describe 2D shapes Recognise and Describe 3D shapes Make 3D Shapes <p>Measurement: Mass and Capacity</p> <ul style="list-style-type: none"> Compare Capacity Add and Subtract Capacity Temperature Activity Temperature
Science	<p>Skeletons / Nutrition and diet</p> <ul style="list-style-type: none"> name and identify bones in the human body. <ul style="list-style-type: none"> Functions of the skeleton 	<p>Fossils</p> <p>Looking at fossils</p> <p>Fossil formation</p> <p>Soils</p>	<p>Plants</p> <p>Parts of a plant and its function</p> <p>Plant dissection</p> <p>Plan, plant – growing experiment</p> <p>Stem and water transportation</p>

	<ul style="list-style-type: none"> Name and identify bones in a range of animals. Animals with and without a spine Are all skeletons the same? <p>Movement Joints How we move</p> <p>Nutrition and diet Food groups Understand the five food groups Balanced diets Compare diets Animals diets</p> <p>Food waste What is food waste? How can we reduce food waste?</p> <p>Rocks Identify rocks. Group rocks Test rocks Local rock survey</p>		<p>Explore soil. The importance of soil Plan, investigate and evaluate – soil experiment.</p> <p>Light Light sources The sun How we see Shadows Opaque or transparent Plan, investigate and evaluate – shadow experiment</p>		<p>Looking at seeds Reproductive parts in plants Pollination / seed dispersal Life cycle of plants</p> <p>Forces Explore forces Friction Pla, investigate – friction experiment</p> <p>Magnets Magnetic and non-magnetic materials Investigate metals North / south poles</p> <p>Biodiversity – sustainability What is biodiversity? How can we increase biodiversity within our local community</p>	
History		<p>Stone Age</p> <p>As well as understanding the chronology of this fascinating time, we will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.</p>		<p>The Empire Strikes Back (Romans)</p> <p>Children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us and understanding the location and extent of the empire.</p>		<p>Invaders (Anglo-Saxons)</p> <p>Invaders and Settlers: Anglo-Saxons illustrates key aspects of the nature of invasion and settlement in history. Through a study of the broad social context of the Anglo-Saxon period, children will learn how this important group of</p>

						settlers fits into the chronology of Britain
Geography	A Village in India - Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Flow (rivers): - To use maps, atlases, globes, and digital / computer mapping to locate countries and describe features studied in the context of the UK's rivers.		Global Gardeners - Explain the purpose and identify the features of a sketch map. - Identify important landmarks in the local area. - Explain the purpose of and use symbols and a key on a map. - List ways we use land in the UK. - Describe an area as urban or rural	
Art / DT	Art focus A Village in India: Rangoli patterns	DT focus Stone Age: Making stone age tools / moving mammoths. - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Art focus: Flow (rivers): Artist Study Claude Monet - Water colour painting	D&T Focus: The Empire Strikes back! (Romans): Making pizzas / Roman shields. - prepare and cook a variety of savoury dishes using a range of cooking techniques use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Art focus: Global Gardeners: Artist Study Zaha Hadid - Pencil sketches	D&T Focus: Invaders: Anglo-Saxon tapestries. - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Computing	We are programmers In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.	We are bug fixers In this unit, the children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.	We are presenters Do your children love watching sports or other performances on TV? This unit gives them a chance to make a short, narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.	We are network engineers In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C :) tools for testing network connections.	We are communicators This unit allows the children to learn about a number of e-safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely	We are opinion pollsters In this unit, the children create their own opinion poll, seek responses, and then analyse the results. This unit will enable the children to: understand some elements of survey design; understand some ethical and legal aspects of online data collection; use the web to facilitate data collection; gain skills in using charts to analyse data; gain skills in interpreting results.
	Style: R&B, Western Classical, Musicals, Motown, Soul Historical context of musical styles.	Style: Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.	Style: Reggae Animals, Jamaica, poetry and the historical context of musical style.	Style: A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.	Style: Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	Style: Western Classical Music Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
PE	Games	Gymnastics	Gymnastics	Games	Athletics	Athletics

Spanish	Yo - (All About Me) In this unit the children will be learning to introduce ourselves confidently in Spanish and introduce other people, to listen and respond to short simple questions in Spanish, to construct a basic sentence describing themselves with the use of a language scaffold, to listen and show understanding of short phrases through physical response, to be able to pronounce the days of the week in Spanish and be able to say what we are wearing in Spanish	La Comida (Food) In this unit the children will be learning to be able to name 4 fruits in Spanish, to be able to name 5 vegetables in Spanish, to express our opinions and preferences about food in Spanish, to experience reading a menu in Spanish, to describe mealtimes in Spanish and to learn about Christmas food and drinks in Spain	La Casa (Home) In this unit the children will be learning to be able to name 4 rooms in the house in Spanish, to use adjectives to describe the rooms in my house, to use rooms of a home in sentences, to link family members and numbers to our home topic, to say what hobbies we have in Spanish, to practice giving our opinions on hobbies and to recap and assess what we have learnt during this unit .	Los Animales (Animals) In this unit the children will be learning to recap animal vocabulary and masculine and feminine words, to recognise when to use "el" or "la" by looking at a noun they have never seen before, to recognise the difference between nouns and adjectives in written Spanish, to construct short Spanish phrases using familiar words, to participate in a conversation about Zoo animals with classmates and discuss their opinions and personal preferences about animals.	Mi pueblo (My town) In this unit the children will be learning to build a sentence to describe our homes, to understand letter strings and use a bilingual dictionary to find meanings, to build a positive and negative sentence with single familiar words, to understand the formation of a question in Spanish, to understand the first person singular of an irregular verb when presenting in a sentence and to give our opinions on our towns	El mundo que me rodea (the world around me) In this unit the children will be learning to learn to talk about the weather in the different seasons in Spanish, to re-cap holiday vocabulary and prepare a summer diary in Spanish, to explore different countries and nationalities in Spanish, to show understanding of simple phrases about holidays in Spanish using "ir", to show understanding of simple phrases about Summer holidays in Spanish using "llevar" and "llevar puesto" and to ask and answer questions about what we like and don't like doing during the holidays in Spanish.
PSHE	<u>Religious Understanding</u> We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and 'to make a difference': each of us	<u>Life Cycles</u> That they were handmade by God with the help of their parents How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception	<u>Keeping Safe</u> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely	<u>Religious Understanding</u> God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family is to reflect the Holy Trinity in	<u>Living in the Wider World</u> To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.	<u>Me, My Body and My Health</u> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;

	<p>has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue; It is important to make a nightly examination of conscience.</p> <p><u>Personal Relationships</u> Ways to maintain and develop good, positive, trusting relationships strategies to use when relationships go wrong That there are different types of relationships including those between acquaintances, friends, relatives and family That good friendship is when both persons enjoy each other's</p>	<p>How conception and life in the womb fits into the cycle of life That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p> <p><u>Religious Understanding</u> That Jesus loves, embraces, guides, forgives and reconciles us with him and one another The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness That relationships take time and effort to sustain We reflect God's image in our relationships with others this is intrinsic to who we are and to our happiness.</p>	<p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages. How to use technology safely That bad language and bad behaviour are inappropriate That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages. To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p>	<p>mutual charity and generosity. That the human family is to reflect the Holy Trinity in mutual charity and generosity The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><u>Shared Responsibilities</u> The relationship between rights and responsibilities Stereotypes – strategies for challenging stereotypes Prejudice – how to recognise and ways of responding to it if witnessed of experienced.</p>	<p><u>Economic Wellbeing</u> Spending decisions can affect others and the environment (fair trade etc) Why people make spending decisions based on priorities, needs and wants</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> What might influence people's decisions about a job or career Stereotypes in the workplace and how aspirations should not be limited to them</p>	<p>Self-confidence arises from being loved by God (not status, etc). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Learn what the term puberty means Learn when they can expect puberty to take place Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia Learn what changes will happen to boys during puberty Learn what changes will happen to girls during puberty.</p> <p><u>Journey in Love</u> Diocesan SRE Programme</p>
--	---	--	--	--	--	--

	<p>company and also want what is truly best for the other</p> <p>The difference between a group of friends and a 'clique'.</p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p><u>Emotional Well Being</u></p> <p>That emotions change as they grow up (including hormonal effects)</p> <p>To deepen their understanding of the range and intensity of their feeling that 'feelings' are not good guides for action</p> <p>What emotional well-being means</p> <p>Positive actions help emotional well-being (beauty, art, etc. lift the spirit)</p>		<p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p> <p>Children can help in an emergency using their First Aid knowledge.</p> <p><u>Media Literacy and digital resilience</u></p> <p>How to assess the reliability of sources of information online and how to make safe reliable choices from search results</p> <p>How information is ranked, selected and targeted at specific individuals and that connected devices can share information</p> <p>Internet Safety Week</p>			
--	---	--	--	--	--	--

	<p>Talking to trusted people help emotional well-being (e.g. parents/carer/teacher/p arish priest).</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky;</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>					
--	---	--	--	--	--	--