



# Sacred Heart Catholic Primary School

## Year 3 Curriculum Long Term Plan

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theme</b>	<b>Time Travellers</b>		<b>The Empire Strikes Back</b>	<b>Amazing Magnets</b>	<b>Lights, camera, action!</b>	<b>Eureka!</b>
<b>RE (Living and growing as children of God)</b>	<b>UNIT A</b> Belonging  <b>UNIT E</b> We listen to God's Word at Mass	<b>UNIT E</b> We listen to God's Word at Mass  <b>UNIT C</b> Advent	<b>UNIT D</b> Christmas  <b>UNIT B</b> Reconciliation	<b>UNIT F</b> Lent  <b>UNIT H</b> Holy Week	<b>UNIT I</b> Easter  <b>UNIT J</b> The Eucharist	<b>UNIT K</b> Pentecost  <b>UNIT G</b> Prayer
<b>Maths (White Rose)</b>	<b>Number: place value</b>  <b>Number: addition and subtraction</b>  <b>Number: multiplication and division</b>		<b>Number: multiplication and division</b>  <b>Measurement: money</b>  <b>Statistics</b>  <b>Measurement: length and perimeter</b>  <b>Number: fractions</b>		<b>Number: fractions</b>  <b>Measurement: time</b>  <b>Geometry: properties of shape</b>  <b>Measurement: mass and capacity</b>	



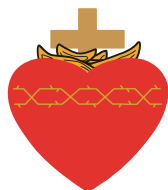
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<b>Novel/ Story/ Theme</b>	<i>Lord of the Forest</i> Caroline Pitcher <i>Book of Bones! 10</i> <i>Record Breaking animals</i> Gabrielle Balkan <i>Meerkat Mail</i> Emily Gravett Literacy Shed- Meerkat film	<i>Stone Age Boy/ Stone Age Girl</i> Satoshi Kitanura <i>Stig of the Dump</i> Clive King <i>How to Wash a Woolly Mammoth</i> <i>Michelle Robinson and Kate Hindley</i> <i>Stig of the Dump by Clive King</i>	<i>Romans on the Rampage</i> Jeremy Strong <i>Meet the Ancient Romans</i> James Davies	<i>Gregory Cool</i> Caroline Binch <i>Escape from Pompeii</i> Christina Balit	<i>Oliver and the Seawigs</i> Philip Reeve and Sarah McIntyre <i>Grandad's Island</i> Benji Davies <i>The Last Polar Bears</i> Harry Horse	<i>The Iliad and the Odyssey</i> Marcia Williams <i>Grendel: A Cautionary Tale About Chocolate</i> David Lucas <i>Myth Atlas by Thiago de Moraes</i>
<b>English writing</b>	<b>Writing to entertain</b> Writing kennings <b>Writing to persuade</b> Writing postcards Writing letters	<b>Writing to entertain</b> Detailed descriptions using paragraphs to organise in time sequence Historical narrative writing/diary <b>Writing to inform</b> Instruction text Writing a letter	<b>Writing to inform</b> Newspaper recount on a chariot race. Biography of famous Roman studied <b>Writing to entertain</b> Historical fiction	<b>Writing to entertain</b> Using dialogue in narrative Performance Poetry <b>Writing to inform</b> Recount of a volcanic eruption	<b>Writing to entertain</b> To build an imaginative picture of a fantasy world, based on real life experiences or To write own stories based on the story read from another character's point of view. <b>Writing to persuade</b> Write a persuasive speech to save the Polar Bears	<b>Writing to entertain</b> Writing own myths To create a picture book based on children own creative story ideas. <b>Writing to inform</b> Creating a factual leaflet about their imaginary world



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<b>English Punctuation &amp; Grammar</b>	<p>Using commas to add extra information and list actions.</p> <p>Using 'as' 'when' 'while' to start our sentences.</p> <p>Using speech punctuation.</p>	<p>Using apostrophes for contractions</p> <p>Using expanded noun phrases</p> <p>Using prepositions</p> <p>Using fronted adverbials marked with commas</p> <p>Using subordinating conjunctions- when, before, after, while, because, if</p>	<p>Using conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using adjectives and adverbs effectively.</p> <p>Perfecting speech punctuation – providing characters with dialogue – use final pages of Tuesday to write conversations.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using paragraphs to group and relate ideas.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Verb prefixes</p> <p>Accurate use of inverted commas and commas after fronted adverbials.</p> <p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)</p> <p>Using paragraphs to group and relate ideas.</p>	<p>To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary.</p> <p>To explore and follow the authentic process that an author/illustrator goes through when developing a picture book.</p>
<b>Science</b>	Animals humans and skeletons	Rocks and Soils	Plants	Forces and Magnets	Light- reflection and shadows from the sun	Working Scientifically



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<b>History</b>	The Stone Age		The Romans		Ancient Greece	
<b>Geography</b>	UK The Midlands		Volcanoes		Oceans and Seas	
<b>Art &amp; Design</b>	Autumn Leaves		Landscapes and Cityscapes		Bodies	
<b>Design &amp; Technology</b>	Picture Frames		Aqueducts and Roman architecture		Healthy food plate. Greek/Mediterranean	
<b>Computing (Purple mash)</b>	Digital Literacy Online Safety – 3.2 Digital Literacy Word Processing (Office)	Computer Science Coding - 3.1	Information Technology Email (Including Email safety) 3.5	Information Technology Touch Typing – 3.4 Information Technology Simulations – 3.7	Information Technology Branching Databases – 3.6 Information Technology Graphing – 3.8	Information Technology Spreadsheets – 3.3
<b>Music (Charanga)</b>	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind And Replay
<b>PE</b>	Netball  Fitness scheme Unit 1	Fitness scheme unit 2  Badminton	Gym unit 1  Hockey KE	Gym unit 2  Football	Tag Rugby  Rounders	Tennis  Athletics