



# Sacred Heart Catholic Primary School

## Year 3 Curriculum Long Term Plan

### 2022-2023

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	<b>Time Travellers</b>		<b>The Empire Strikes Back</b>	<b>Amazing Magnets</b>	<b>Lights, camera, action!</b>	<b>Eureka!</b>
<b>RE</b> (Living and growing as children of God)	<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</b> (White Rose)	Number: place value  Number: addition and subtraction  Number: multiplication and division A		Number: multiplication and division B  Measurement: length and perimeter  Number: fractions A  Measurement: mass and capacity		Number: fractions B  Measurement: money  Measurement: time  Geometry: shape  Statistics	



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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 of a volcanic eruption. 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 on a chariot race	<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>	Using commas to add extra information and list actions. Using 'as' 'when' 'while' to start our sentences. Using speech punctuation.	Using apostrophes for contractions Using expanded noun phrases Using prepositions Using fronted adverbials marked with commas Using subordinating conjunctions- when, before, after, while, because, if	Using conjunctions, adverbs and prepositions to express time, cause and place. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using adjectives and adverbs effectively. Perfecting speech punctuation – providing characters with dialogue – use final pages of Tuesday to write conversations. Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense. Using paragraphs to group and relate ideas. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Verb prefixes Accurate use of inverted commas and commas after fronted adverbials. 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) Using paragraphs to group and relate ideas.	To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary. To explore and follow the authentic process that an author/illustrator goes through when developing a picture book.
<b>Science</b>	<b>Animals humans and skeletons</b> Intent: I know the purposes of skeletons and muscles. I know we need the right types and amounts of nutritious foods.	<b>Rocks and Soils</b> Intent: I know how different types of rocks and fossils are formed.	<b>Plants</b> Intent: I know the life cycle of flowering plants and the jobs the different parts do.	<b>Working Scientifically</b> Intent: I know what forces are and how magnets work	<b>Light- reflection and shadows from the sun</b> Intent: I know how light is reflected and how shadows are formed and can change	<b>Forces and Magnets</b> Intent: I know what forces are and how magnets work

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History	<b>The Stone Age</b> <b>Intent: To know how to use evidence to understand why the Stone Age was so important.</b>		<b>The Romans</b> <b>Intent: To know what the Romans did to change life in Britain.</b>		<b>Ancient Greece</b> <b>Intent: To understand how important the Ancient Greeks were to modern civilization.</b>	
Geography	<b>UK The Midlands</b> <b>Intent- I know and can name some countries and counties of the UK and I can explain why Birmingham is so important.</b>		<b>Volcanoes</b> <b>Intent- I can describe volcanoes in detail and I understand the effects volcanoes have on the environment.</b>		<b>Oceans and Seas</b> <b>Intent: I can describe and find oceans and seas of the world. I can talk about the oceans using geographical words.</b>	
Art & Design	<b>Autumn Leaves</b> <b>Intent: To know how to use a variety of art and design techniques and study the work of two artists.</b>		<b>Landscapes and Cityscapes</b> <b>Intent: To learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes.</b>		<b>Bodies</b> <b>Intent: how to use different mediums to make maquettes, paper clothes and sculpt Giacometti-inspired models.</b>	
Design & Technology	<b>Picture Frames</b> <b>Intent: To design and make a frame for a tapestry that I have stitched</b>		<b>Aqueducts and Roman architecture</b> <b>Intent: Understand how key events and individuals in design and technology have helped shape the world.</b>		<b>Healthy food plate. Greek/Mediterranean</b> <b>Intent: To know where food comes from. To use basic food skills to create a healthy snack.</b>	
Computing (Purple mash)	<b>Digital Literacy</b> <b>Online Safety – 3.2</b> <b>Digital Literacy</b> <b>Word Processing (Office)</b>	<b>Computer Science</b> <b>Coding - 3.1</b>	<b>Information Technology</b> <b>Touch Typing – 3.4</b>	<b>Information Technology</b> <b>Email (Including Email safety) 3.5</b> <b>Information Technology</b> <b>Simulations – 3.7</b>	<b>Information Technology</b> <b>Branching Databases – 3.6</b> <b>Information Technology</b> <b>Graphing – 3.8</b>	<b>Information Technology</b> <b>Spreadsheets – 3.3</b>
Music (Charanga)	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation.</b>	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation using minims, crotchets, quavers and their rests.</b>	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation using minims, crotchets, quavers and their rests.</b>	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation using minims, crotchets, quavers and their rests.</b>	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation using minims, crotchets, quavers and their rests.</b>	<b>Developing notation skills</b> <b>How does music bring us closer together?</b> <b>Intent: To explore simple musical notation using minims, crotchets, quavers and their rests.</b>

<b>PE</b>	<b>Hockey</b>  <b>Fitness scheme Unit 1</b>	<b>Fitness scheme unit 2</b>  <b>Badminton</b>	<b>Gym unit 1</b>  <b>Netball</b>	<b>Gym unit 2</b>  <b>Football</b>	<b>Tag Rugby</b>  <b>Rounders</b>	<b>Tennis</b>  <b>Athletics</b>
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