

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens

Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Lead Question	Can I find out what draws groups of people to certain places?	Can I understand how our values affect the way we live?	Do I recognise that actions have intended and unintended consequences?	Do I appreciate the value that sustainable resource use has on us and future generations?	Do I understand how action and choices made in the UK impact on the rest of the world?	Who do I want to be and what do I want to achieve?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	<p>Self: Do I respect myself through my words and actions?</p> <p>Others: Do I show respect for others through my words and actions?</p> <p>As a Learner: Do I respect mine and others' learning by always trying my best?</p>	<p>Self: Do I understand my emotions?</p> <p>Others: Do I recognise and understand the emotions of others?</p> <p>As a Learner: Do I have strategies if I do not understand what I am learning?</p>	<p>Self: Do I have an accurate self perception?</p> <p>Others: Do I recognise how my words and actions impact others?</p> <p>As a Learner: Do I assist others effectively?</p>	<p>Self: Do I adapt my behaviour according to the setting?</p> <p>Others: Do my words and actions help others make responsible choices?</p> <p>As a Learner: Do I complete tasks?</p>	<p>Self: Do I display patience when it's difficult to do so?</p> <p>Others: Am I able to adapt in order for others to achieve?</p> <p>As a learner: Do I dedicate myself to learning?</p>	<p>Self: Do I recognise what I have done well and what my strengths are?</p> <p>Others: Do I say polite and caring things to others?</p> <p>As a Learner: Do I recognise where I want to get to?</p>
Genre	First Person Narratives Scientific Explanation Texts	Holiday Brochures Adventure stories	Newspaper Reports Traditional Tales	First Person Narratives Narrative Poetry	Portal Story Instruction Texts	Biographies Persuasive speech
Reading	Retrieval Inference Vocabulary	Retrieval Inference Prediction Text Organisation	Retrieval Inference - Justifying using evidence Summarising - Identify key points	Meaning of words in context Retrieval Comparison Inference	Retrieval Inference Prediction Text Organisation	Retrieval Summarising main themes
Writing	Extended Phrases Conjunctions	Prepositions of time and place Inverted commas	Determiners Nouns and Pronouns Present Perfect	Fronted adverbs of time and place Apostrophes for possession	Prepositions Adverbs of cause Conjunctions	Present perfect Determiners
Spelling	Suffix: -ly/ -ily/ ally -tion/ -sion Apostrophes for contraction Year 3 spellings	Apostrophes for contraction ei/eigh/ ey graphemes Ch phoneme Year 3 spellings	Plural endings -s/ -es/ -ies Plural endings (words ending in f or fe) Un-/ dis- prefixes Year 3 spellings	Re- prefix Irregular verbs Adding suffixes to short vowel words	Compound words Tricky words	Exploring letter strings in words (on) Adding suffixes: -ful Multisyllabic words Year 3 spellings

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				Year 3 spellings	Exploring letter strings in words (ear, ight, on, au, ice, an) Year 3 spellings	
Mathematics	Number bonds to 20 Numbers to 1000 Addition and Subtraction	X ÷ facts for the 3 times table Multiplication and Division	Find 10/100 more or less than a number Further multiplication and division Picture Graphs	X ÷ facts for the 4 times table Fractions	Number bonds to 100 Angles (+ Year 4 Angles) Length Lines and Shapes Perimeter	X ÷ facts for the 8 times table Mass Money Volume
Science	Rocks, soils and fossils	Animals inc humans	Forces and Magnets	Plants	Plants	Light
PSHE	<p style="text-align: center;">RELATIONSHIPS</p> <p style="text-align: center;">Friends and Family What makes a family; features of family life Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Valuing Difference Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>		<p style="text-align: center;">LIVING IN THE WIDER WORLD</p> <p style="text-align: center;">Belonging to a Community The value of rules and laws; rights, freedoms and responsibilities Media Literacy and Digital Resilience How the internet is used; assessing information online Money and Work Different jobs and skills; job stereotypes; setting personal goals</p>		<p style="text-align: center;">HEALTH AND WELL-BEING</p> <p style="text-align: center;">Healthy Lifestyles Health choices and habits; what affects feelings; expressing feelings Growing and Changing Personal strengths and achievements; managing and reframing setbacks Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p>	
EI	<p style="text-align: center;">Self Sharing my thoughts Others Listening to understand/ asking questions As a learner Remaining on task / producing my best</p>	<p style="text-align: center;">Self Naming emotions/what causes them Others Naming emotions from facial expression and body language As a learner Gaining support effectively</p>	<p style="text-align: center;">Self Words to describe me and how others describe me Others Displaying compassion As a learner Effective peer support</p>	<p style="text-align: center;">Self Different school environments Others Not joining in with unwanted behaviour As a learner Managing my time effectively</p>	<p style="text-align: center;">Self Realistic in what can be achieved Others Helping others, despite own desires As a learner Remaining learning focused during independent work</p>	<p style="text-align: center;">Self My achievements this week My strongest attribute Others Giving compliments to others As a learner What I want to improve next term</p>
RE	Believing Christians and Muslims	Expressing Christians and Muslims	Believing Christians and Muslims	Believing Christians and Muslims	Expressing Christians and Muslims	Living Christians

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	What do different people believe about God?	Why are festivals important to religious communities?	Why is the Bible so important to Christians today? Why is the Quran so important to Muslims today?	Why is Jesus inspiring to some people? Why is Mohammed inspiring to some people?	How and why do people pray?	What does it mean to be a Christian in Britain today?
Computing	Good digital citizens Connecting Computers	Device-free moments Stop-frame Animation	Private information Sequence in music	Our digital footprint Branching databases	Online communities Desktop publishing	Responding positively Events and actions
Design Technology		Cooking and Nutrition		Mechanical Systems		Shell Structures
Art and design	Drawing		Painting (including drawing)		Collage (Including drawing)	
Music	Violins	Violins	Violins	Violins	Violins	Violins
History	How did Britain change between the Old Stone Age and the Iron Age?		What can we learn from the achievements of the earliest civilisations: <ul style="list-style-type: none"> · Ancient Sumer · The Indus Valley · Ancient Egypt · The Shang Dynasty of Ancient China? 			
Geography	Land Use (link with Stone Age history)		Our world (Hemispheres)		Our Country (Counties and our capital) Geographical Skills Day	Our World (Europe - Mediterranean)
MFL	Los Saludos (Salutations) Los Números (Numbers 1-10) Fonético (Phonics)	Los Animales	Y Los Instrumentos (Instruments)	Las Frutas (Fruits)	Puedo (I can)	Caperucita Roja (Little Red Riding Hood)
PE	Football Gymnastics - receiving body weight	Health Related Fitness Dance- Stone Age	Hockey OAA	Basketball Dance - Egyptians	Tennis Gymnastic - Linking movements together	Athletics Rounders