



St Joseph's  
Catholic Primary School



Year 3 Long Term Plan 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Residential	Scotswood Nature Park Synagogue Gosforth	Great North Museum	Discovery Museum	Scotswood Nature Park	The Rising Sun Country Park
English Power of Reading Texts	Narrative Non-chronological Report Pen pals Handwriting	Narrative Poetry Pen pals Handwriting	Recount Narrative Instructions	Persuasive Writing Poetry	Newspaper Article Information Writing	Recount Poetry
Class Reader	Ug Boy Genius of the Stone Age By Raymond Briggs	Georges marvellous Medicine By Roald Dahl	Charlotte's Web By E.B. White	The Boy Who Grew Dragons By Andy Shepherd	Lob By Linda Newbery	Fantastic Mr Fox By Roald Dahl
Spellings	Revision of work from Year 1 and 2 Pay special attention to the rules for adding suffixes  Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation	<b>The suffix –ation</b> information, adoration, sensation, preparation, admiration <b>The suffix –ly</b> sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically  <b>The /ɪ/ sound spelt y elsewhere than at the end of words</b> myth, gym, Egypt, pyramid, mystery	<b>dis-, mis-</b> : disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity,	<b>Words with endings sounding like /ʒə/ or /tʃə/</b> measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure <b>Endings which sound like /ʒən/</b> division, invasion, confusion, decision, collision, television <b>The suffix –ous</b> poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous,	<b>Words with the /k/ sound spelt ch (Greek in origin)</b> scheme, chorus, chemist, echo, character <b>Words with the // sound spelt ch (mostly French in origin)</b> chef, chalet, machine, brochure <b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b> league, tongue, antique, unique <b>Words with the /s/ sound spelt sc (Latin in</b>	<b>Possessive apostrophe with plural words</b> girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) <b>Homophones or near-homophones</b> accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane,

		<p><b>The /ʌ/ sound spelt ou</b> young, touch, double, trouble, country</p>	<p>international, interrelated (inter + related) <b>super-</b>: supermarket, superman, superstar <b>anti-</b>: antiseptic, anti-clockwise, antisocial <b>auto-</b>: autobiography, autograph</p>	<p>serious, obvious, curious, hideous, spontaneous, courteous <b>Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</b> invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician</p>	<p><b>origin)</b> science, scene, discipline, fascinate, crescent <b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b> vein, weigh, eight, neighbour, they, obey</p>	<p>meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>
<b>Spelling, Grammar and Punctuation</b>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Introduction to paragraphs as a way to group related material, headings and sub-headings to aid presentation</p>	<p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Consolidation</p>
<b>Maths</b>	<p>Number: Place Value Number: Addition and Subtraction</p>	<p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division Measurement: Money</p>	<p>Measurement: Length and Perimeter Number: Fractions</p>	<p>Number: Fractions Measurement: Time</p>	<p>Geometry: Properties of Shape Measurement: Mass and</p>

			Statistics			Capacity
<b>Times Tables</b>	Count in multiples of 3 to 12 x 3 in order from 0 fluently.	Recall multiples of 3 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 4 to 12 x 4 in order from 0 with growing fluency. Introduce (relating to x4) and begin to count in multiples of 8 from 0 to 12 x 8.	Recall multiples of 3 up to 12 x 3 in any order, including missing numbers and related division facts fluently. Count in multiples of 4 to 12 x 4 in any order from 0 fluently. Count in multiples of 8 to 12 x 8 in order from 0 with growing fluency.	Recall multiples of 4 up to 12 x 4 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 8 to 12 x 8 in order from 0 fluently.	Recall multiples of 4 up to 12 x 4 in any order, including missing numbers and related division facts fluently,	Recall multiples of 8 in any order, including missing numbers and related division facts fluently.
<b>RE</b>	Domestic Church: Homes Other World Faith: Judaism - Synagogue Baptism/Confirmation: Promises Advent/Christmas: Visitors		Local Church: Journeys Other World Faith: Islam - The Mosque Eucharist: Listening and Sharing Lent/Easter: Giving All		Pentecost: Sharing Reconciliation/Anointing of the Sick: Choices Universal Church: Special Places	
<b>Science</b>	<b>Rocks</b> Children learn about different types of rocks and group them according to their properties. They will research Mary Anning and the study of palaeontology. Children will also learn to understand and order the fossilisation process.	<b>Forces and Magnets</b> Children will study 'Forces and Magnets'. They will identify pushes and pulls as forces and explore how things move on different surfaces. They will find out about attraction and repulsion by magnetic forces and explore which materials are magnetic.	<b>Animals including humans</b> Children will study 'Animals Including humans' where they will explain the different ways that plants and animals, including humans, obtain food. They will investigate the difference between food groups and nutrient groups with an understanding of what the right type and amounts of nutrition are for human beings as well as some of the consequences related to	<b>Animals including humans</b> The children will use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move. They will set up a simple practical enquiry and write an explanation for their findings	<b>Plants</b> Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower. They 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. Children will investigate the way in which water is transported within plants.	<b>Light</b> Children will learn that shadows are formed when the light from a light source is blocked by a solid object and find patterns in the way that the size of shadows changes. Children will learn that they need light in order to see things. To know that light is reflected from surfaces, that light from the sun can be dangerous and there are ways to protect their

			eating the wrong type of diet.		They explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	eyes.
<b>History/Geography</b>	Who were Britain's first builders?'  'Stone Age to Bronze Age' Children will learn how this period impacted on life in Britain. They will learn how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. The children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.	UK Discovery  'Is the UK the same everywhere?' The children will look at physical geography such as hills, coasts, rivers, farms, industry, population.	Why did the Ancient Egyptians build pyramids?  Achievements of earliest civilisations - Ancient Egypt Children will learn of early civilisations, using chronology such as sequence, duration and contemporaneous development. They will understand the cause and use primary sources and supported inferences.	Why do we have cities?  'UK towns, cities and countries.' Children will focus on countries, land use, settlement and contrasting cities.	How have the Greeks shaped my world?  Achievements and influence of earliest civilisations - Ancient Greece Children will learn about the chronology (sequence and duration), key features and individuals of ancient civilisations, consequences, significance (legacy) use of primary sources, use of written interpretations	We've got it all! Why is the North East special?  Regional focus with lead on rivers and coasts. Children will focus on fieldwork, the water cycle, rivers- their formation and impact this has.
<b>Art and Design Design Technology</b>	Architecture Observation/Drawing Visual Element - Line, Shape / Form	Famous British Artists Painting Visual Element - Colour	Famous International Artist Painting Visual Element -Tone, Shape / Form	Creative RE – Easter Collage Visual Element - Texture	Landscapes Collage Visual Element - Texture	Landscapes Painting Visual Element – Line, Tone, pattern
<b>Computing</b>	Information Technology - Word Digital literacy - E-Safety	Information Technology - Purple Mash Digital literacy - E-Safety	Computer Science - Code.org Digital literacy - E-Safety	Computer Science - Purple Mash Digital literacy - E-Safety	Computer Science - Code.org - Purple Mash	Digital Literacy - E-Safety - Google Legends

<b>Foreign Language - French</b>	My Classroom	My Friends	My Family	My City	My Body	My Pets
<b>PE</b>	NUFC Fundamental Movement Active Kids – Dance Swimming	NUFC Multi skills Active Kids - Dance Swimming	NUFC – Modified Team Games NUFC - Dance	NUFC – Problem Solving	NUFC – Athletics and Fitness Active Kids - Dance	NUFC – Striking and Fielding Active Kids - Dance
<b>PSHCE</b>	Health and Wellbeing <ul style="list-style-type: none"> <li>• Making informed choices</li> </ul>	Health and Wellbeing <ul style="list-style-type: none"> <li>• Healthy Choices</li> </ul>	Health and Wellbeing <ul style="list-style-type: none"> <li>• Understand actions have consequences</li> <li>• Understand discrimination</li> </ul>	Health and Wellbeing <ul style="list-style-type: none"> <li>• Develop positive coping strategies</li> <li>• Understand difference and similarities that arise from different factors</li> </ul>	Living in the Wider World RSHE – Life to the Full	RSHE – Life to the Full
<b>Music</b>	Newcastle Music Service – Instrumental Tuition - Ukulele Read and compose music, play and perform with the Ukulele					