



St. Bernadette's Catholic Primary Voluntary Academy

Year 3 Long Term Plan Cycle B

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
RE Come and See	People - Domestic Church- Family Called - Baptism/Confirmation - Belonging Other Faiths - Judaism Gift - Advent/Christmas-Loving		Community - Local Church - Community Giving and Receiving -Eucharist-Relating Self Discipline - Lent/Easter-Giving		New Life - Pentecost- Serving Building Bridges - Reconciliation - Inter-relating Other Faiths - Hinduism/Islam/Sikhism God's People - Universal Church - World	
English Reading	Class Story The Boy Who Grew Dragons by Andy Shepherd		Class Story Space Band By Tom Fletcher		Class Story Midnight Gang By David Walliams	
English Writing	Poetry Exploring Form (Structured) Narrative Story within a Historical Setting Non-Fiction Newspaper Report Invasion/Discovery Narrative Character/Setting Description		Poetry Exploring Form (Cinquain) Narrative Stories from Other Cultures Non-Fiction Recount - Diary Narrative Playscript		Poetry Performance Non-Fiction Persuasion Narrative Adventure/Mystery Non-Fiction Discussion	
English VGPS	Paragraphs Extend range of sentences using a wider range of conjunctions Headings and subheadings Fronted adverbials Commas after fronted adverbials Consonants and vowels		Word families Inverted commas to punctuate direct speech Paragraphs Extend range of sentences using a wider range of conjunctions Conjunctions, adverbs and prepositions to		Present Perfect Tense Possessive apostrophe - singular and plural nouns Main and subordinate clauses Conjunctions, adverbs and prepositions to express time and cause Fronted adverbials	

	<p>Use a or an according to whether the next word begins with a consonant or vowel</p> <p>Choose nouns and pronouns appropriately for clarity, cohesion and avoid repetition</p> <p>Statutory word list (a-e)</p> <p>Suffixes beginning with vowels (-ing, -en, -er, -ed)</p> <p>Suffix -ly</p> <p>Words ending in -sure or -ture</p> <p>'K' sound spelt 'ch'</p> <p>'S' sound spelt 'sc'</p> <p>Homophones and near homophones</p>	<p>express time and cause</p> <p>Main and subordinate clauses</p> <p>Form nouns with range of prefixes- super, anti, auto</p> <p>Headings and subheadings</p> <p>Choose nouns and pronouns appropriately for clarity, cohesion and avoid repetition</p> <p>Statutory word list (f-p)</p> <p>'I' sound spelt 'y' elsewhere than at the end of words</p> <p>'U' sound spelt 'ou'</p> <p>Prefixes 'un', 'dis' and 'mis'</p> <p>Prefixes 're' and 'anti'</p> <p>Prefixes 'sub' and 'super'</p> <p>Suffix 'ous'</p> <p>Suffix 'ation'</p> <p>Apostrophes for singular possession</p> <p>Apostrophes for plural possession</p> <p>Homophones and near homophones</p>	<p>Commas after fronted adverbials</p> <p>Statutory word list (q-z)</p> <p>'G' sound spelt 'gue'</p> <p>'K' sound spelt 'que'</p> <p>Prefixes 'in' and 'il'</p> <p>Shun sound spelt '-tion' and '-sion'</p> <p>Homophones and near homophones</p> <p>Revisit, review and consolidate</p>		
English Phonics (KS1)					
Mathematics	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division A</p>	<p>Multiplication and Division B</p> <p>Length and Perimeter</p> <p>Fractions A</p> <p>Mass and Capacity</p>	<p>Fractions B</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Statistics</p>		
TOPIC	<p>Power of the Empire</p>	<p>Journey to Ancient Egypt</p>	<p>One Ocean</p>		
Cultural Capital	<p>North Lincolnshire Museum</p> <p>Roman life and times workshop</p>	<p>Egyptian Workshop</p> <p>or</p>	<p>The Deep</p>		

Opportunities and Experiences	Taste food from other cultures Bread tasting e.g. Middle East, Egyptian.	Heritage Workshop, Hull Making an Egyptian jewellery box	Talk with a recycling specialist
CornerStone Values Virtues?	<p>Wonder – be inspired to ask thoughtful questions about our history and delight in discoveries made.</p> <p>Joy – to show a joy of learning and happiness shining through work.</p> <p>Virtue and Goodness – being considerate and helpful when working together.</p> <p>Radiance – to show pride in our work and show our new knowledge/hard work at the end of the topic.</p> <p>Excellence – high expectations throughout the topic.</p>	<p>Radiance - share gifts and talents within Art/DT</p> <p>Joy - aspire to challenge, learn and grow through their understanding of new topics</p> <p>Wonder - be inspired and take delight in discovery and creativity</p> <p>Excellence - have high expectations in themselves and strive to be their best</p>	<p>Virtue and Goodness - taking care of God's planet and keeping it clean</p> <p>Radiance - share our enthusiasms and different interests and hobbies - contribute this to the topic and be proud of what we have achieved</p> <p>Wonder - interest and enthusiasm for our world and the creatures in it</p> <p>Excellence - strive to learn and achieve highly by engaging with the topic</p>
Science	<p>Biology - Animals including humans</p> <ul style="list-style-type: none"> • Nutrition - Humans and animals • Skeletons • Muscles • Human Digestive System • Teeth • Food chains - producers, predators and prey 	<p>Biology- Plants</p> <ul style="list-style-type: none"> • Flowering Plants • Requirement of plants for life and growth • Water transportation in plants • Flowering Plant Life Cycle • Pollination • Seed Dispersal • Plant Growth in Egypt 	<p>Biology- Living Things and their Habitats</p> <ul style="list-style-type: none"> • Grouping of Animals • Classification of Animals • Changing Environments and their danger to living things <p>Physics - Forces and Magnets</p> <ul style="list-style-type: none"> • Forces - contact between two objects • Comparing how objects move on different surfaces • Magnets - attract or repel • Compare and Group Everyday Materials

History	<p>Explain how the Roman Empire impacted Britain (how/why the Roman army were so successful and the impact they had on Britain).</p> <p>How did the Roman Empire impact Britain?</p>	<p>Recognise the achievements of the earliest civilizations –an overview of where and when the first civilizations appeared (Study of Ancient Egypt).</p> <p>What did the discovery of Tutankhamun's tomb tell us about life in Ancient Egypt?</p>	<p>A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066 (Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present).</p> <p>Has the way we catch and punish criminals changed in the last 100 years?</p>
Geography	<p>Locational Knowledge Countries, cities and counties of UK and Europe</p> <p>Place Knowledge Italy human and physical characteristics Comparing Lincolnshire and an area of Italy</p>	<p>Human Geography Land use and natural resources including food and water</p> <p>Physical Geography Features of Rivers</p>	<p>Locational Knowledge Longitude and Latitude, Hemispheres</p> <p>Skills and Fieldwork Ordnance Survey Grid references, compass directions</p> <p>Water Cycle</p>
Art and Design	<p>Roman Architecture</p> <ul style="list-style-type: none"> • Drawing • Architecture of the Roman Empire • Christopher Wren • Marcus Vitruvius Pollio 	<p>Egyptian Portraits</p> <ul style="list-style-type: none"> • Ancient Egyptian art • Mixing tones of colour • Tertiary colours • Kehinde Wiley 	<p>Collagraph Printing</p> <ul style="list-style-type: none"> • Printing • Hokusai • Geraldine Segre • Suzie Mackenzie
Design and Technology	<p>Bread Making</p> <ul style="list-style-type: none"> • Food • Bread • Tasting and evaluating different types of bread • Nutritional content of bread • Making and evaluating bread 	<p>Egyptian Jewellery/trinket box</p> <ul style="list-style-type: none"> • Shell structures • Investigating a range of existing products • Design own structure using computer aided design 	<p>Beach Bag</p> <ul style="list-style-type: none"> • 2D-3D shape • Investigating a range of existing products • Design own beach bag using design criteria • Making and and evaluating

			<ul style="list-style-type: none">Making and and evaluating own structure		own beach bag	
Computing	<ul style="list-style-type: none">Esafety - Project Evolve (1-4)Year 3 - health and wellbeingYear 4 - online bullyingFundament al Skills - Touch typing (5-8)	<ul style="list-style-type: none">Fundament al Skills - Touch typing (5-8)Fundament al skills - Google Classrooms (9-10)Unit 4.7 Effective Search (11-13)	<ul style="list-style-type: none">Esafety DayEsafety - Project Evolve (1-2)Unit 4.3Spreadsheets (3-8)	<ul style="list-style-type: none">Unit 4.3Spreadsheets (3-8)Microbits - Nature art (9-12)	<ul style="list-style-type: none">Scratch Project (1-4)Unit 4.6 Animation (5-7)	<ul style="list-style-type: none">Unit 4.4 writing for different audiences (8-14)
MFL French	<ul style="list-style-type: none">GreetingsEuropean Languages DayClassroom Instructions	<ul style="list-style-type: none">ColoursAnimalsChristmas	<ul style="list-style-type: none">Epiphany (culture)NumberAnimals Revision	<ul style="list-style-type: none">Stories /LiteratureBody Parts	<ul style="list-style-type: none">ClothingDescribing People Adjective Agreement	<ul style="list-style-type: none">Describing People ContinuedAssessments
Music	<p><i>Let Your Spirit Fly</i> (3 A1)</p> <p>Developing Notation Skills</p> <p>How does music bring us closer together?</p>	<p>Christmas concert preparation and performance</p> <p><i>Stop!</i> (4 Sp 1)</p> <p>Hip Hop Course including Hip Hop YuStudio</p>	<p><i>Glockenspiel Stage 1</i></p> <p>Composing Using Your Imagination</p> <p>How does music make the world a better place?</p>	<p><i>Recorders - Chranga Blown Away Recorder Book 1</i></p> <p>Sharing Musical Experiences</p> <p>How does music help us get to know our community?</p>	<p><i>Lean on Me</i> (4 Sp2)</p> <p>Gospel</p> <p>Learning More about Musical Styles</p> <p>How does music make a difference to us every day?</p>	<p><i>Baroque Period Study</i> (See MTP)</p> <p>Vivaldi, Bach, Handel</p> <p>Recognising Different Sounds</p> <p>How does music connect us with our planet?</p>

		Enjoying Improvisation What stories does music tell us about the past?				
PE	Dance Football	Fitness Hockey	Gymnastics Tag Rugby	Fundamentals Y3/4 OAA	Tennis Golf	Athletics Cricket
PSHE/RSE	Being Me in My World -Being part of a class team -Being a school citizen -Rights, responsibilities and democracy (school council) -Rewards and consequences -Group decision-making -Having a voice -What motivates behaviour	Celebrating Difference -Challenging assumptions -Judging by appearance -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions	Dreams and Goals -Hopes and dreams -Overcoming disappointment -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes	Relationships -Jealousy -Love and loss -Memories of loved ones -Getting on and Falling Out -Girlfriends and boyfriends -Showing appreciation to people and animals	RSE Life to the Full -We don't have to be the same -Respecting our bodies -What is puberty? -Changing bodies -What am I feeling? -What am I looking at? -I am thankful	