



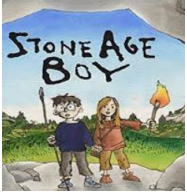
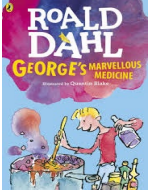
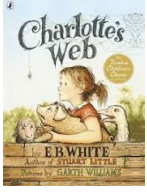

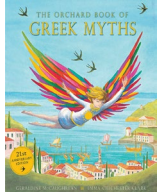
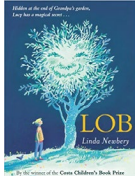


**St Joseph's RC Primary School**  
**Year 3 Long Term Plan**  
**2022-2023**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Visits/Visitors</b>		Broxfield Farm	Great North Museum 	Discovery Museum 	Scotswood Nature Park 	North Shields 
<b>English</b>	Narrative Non-chronological Report Poetry Instructions Pen pals Handwriting	Narrative Poetry Recount Diary Pen pals Handwriting	Recount Letter Narrative Instructions Persuasive Writing Pen pals Handwriting	Poetry Pen pals Handwriting	Narrative Fables, myths and legends Pen pals Handwriting	Newspaper Article Information Writing Letter
<b>English Texts</b>	Stone Age Boy By Satoshi Kitamura  How to Wash a Woolly Mammoth	Georges marvellous Medicine By Roald Dahl 	Charlotte's Web By E.B. White 	The Boy Who Grew Dragons By Andy Shepherd 	The Orchard Book of Greek Myths By Geraldine McCaughrean 	Lob By Linda Newbery 
<b>Spellings</b>	Revision of work from Year 1 and 2 <b>Spelling Pattern</b>	<b>Suffix</b> -ment, -ness,-ful,-less,-ly, -ing,-ed,-er,-est, -tion  Creating adverbs using the suffix -ly (no change to root word)  Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	<b>Spelling Pattern</b> words with short/ i /sounds spelt with 'y' myth, gym, Egypt, pyramid, mystery  <b>Suffix</b> Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one	Homophones and Near Homophones <b>Prefix</b> Adding the prefixes (in ,re, sub, inter, super, anti, auto)  <b>Spelling Pattern</b> Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent  <b>Suffix</b> Words ending in -ary  <b>Spelling Pattern</b> Words with a short/u/	<b>Suffix</b> Words ending in the suffix -al  Words ending with a /cher/ sound spelt with 'ture'  Words ending with a /cher/ sound spelt as

<p>Words with the long /ai/ sound spelt with ei</p> <p>Words with the long /ai/ sound spelt with ey</p> <p>Words with the long /ai/ sound spelt with ai</p> <p>Words with /ur/ sound spelt with ear The /ʌ/ sound spelt ou young, touch, double, trouble, country</p> <p>Words with the /et/ sound spelt ei, eigh, or ey</p> <p>Homophones or near-homophones 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, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>Creating adverbs using the suffix -ly (root word ends in 'le') sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p>	<p>syllable (stressed last syllable - double the final consonant</p> <p>The suffix -ation Endings which sound like /ʒən/ The suffix -ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p><b>Prefix</b> Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis- disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p><b>Spelling Pattern</b> Words with a /k/ sound spelt with 'ch' Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique</p> <p>Words with a /sh/ sound spelt with 'ch'</p>	<p>sound spelt with 'o'</p> <p>Words with a short/u/ sound spelt with 'ou'</p> <p><b>Word families</b></p>	<p>'ture'</p> <p>Words ending with an /zher/ sound spelt with 'sure' Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</p> <p><b>Spelling Pattern</b> Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p><b>Silent Letters Revision</b></p>
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<b>Spelling, Grammar and Punctuation</b>	Apostrophes for contraction and possession. 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]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  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]  Introduction to paragraphs as a way to group related material, headings and sub-headings to aid presentation ]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	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]	Introduction to inverted commas to punctuate direct speech	Consolidation
<b>Maths</b>	Year 2 counting in 3s. Number: Place Value Number: Addition and Subtraction	Related division facts  Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics	Measurement and Length and height Compare and order length, mass, volume/capacity and record the results using <, >, and = Measurement: Length and Perimeter Number: Fractions	Recognise simple equivalent fractions Number: Fractions Measurement: Time Measurement: Time	Position and Direction Measurement: Mass and Capacity Geometry: Properties of Shape Measurement: Mass and 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	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	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	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.

		fluency. Introduce (relating to x4) and begin to count in multiples of 8 from 0 to 12 x 8.	fluently. Count in multiples of 8 to 12 x 8 in order from 0 with growing fluency.	12 x 8 in order from 0 fluently.		
<b>RE</b>	Domestic Church: Homes Other World Faith: Judaism - Synagogue Baptism/Confirmation: Promises Advent/Christmas: Visitors		Opportunities Local Church: Journeys Other World Faith: Islam - The Mosque Eucharist: Listening and Sharing Lent/Easter: Giving All		Pentecost: Spread the Word Reconciliation/Anointing of the Sick: Rules Universal Church: Treasures 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 eating the wrong type of diet.	<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> Observe and describe how seeds and bulbs grows into mature plants. Find put and describe how plants need water, light and suitable temperature to grow and stay healthy. 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	<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 eyes.

					plants. They explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
<b>History/Geography</b>	<p><b>History</b> Who were Britain's first builders?'</p> <p>'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.</p>	<p><b>Geography: Where I Live</b> Describe where the UK is using lines of latitude and longitude.</p> <p>Identify the benefits and problems of living in urban places.</p> <p>Identify the benefits and problems of living in rural places.</p>	<p><b>History</b> Why did the Ancient Egyptians build pyramids?</p> <p>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.</p>	<p><b>Geography: Water and the Water Cycle</b> Describe the water cycle and some of the key terms. Identify places with lots of water And places which have less water. describe some problems with water. describe ways of solving problems with water</p>	<p><b>History</b> How have the Greeks shaped my world?</p> <p>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</p>	<p><b>Geography: Changing Jobs:</b> Define the four different job sectors in the UK. Describe how the job sectors have changed over the last century. Explain the impacts of these changes on Newcastle. Describe what these jobs will involve doing.</p>
<b>Art and Design Design Technology</b>	<p><b>Art Drawing</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To develop and</p>	<p><b>Design and Technology Construction</b> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</p>	<p><b>Art Sculpture</b> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design</p>	<p><b>Design and Technology Mechanism</b> To use research and develop design criteria to inform the design of innovative, functional, appealing products that</p>	<p>Collage-Landscape <b>Art Collage</b> To develop and share ideas using the work of other artists as an influence for artwork. To</p>	<p><b>Design and Technology Food</b> To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly</p>

	share ideas using the work of other artists as an influence for artwork. To begin to master techniques.	individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	techniques, including drawing, painting and sculpting with a range of materials [for example, pencil, charcoal, paint, clay]	are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	begin to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<b>Computing</b>	<p><u>E-Safety</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Programming and Algorithms</u></p> <p><u>code.org</u></p> <p>Design, write and debug programs that accomplish specific goals. Including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p><u>Presentation Skills</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Internet Research and Communication</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p><u>Programming using Scratch</u></p> <p>Design, write and debug programs that accomplish specific goals. Including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and</p>	<p><u>Databases</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

		devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	concerns about content and contact.  Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
<b>Foreign Language - French</b>	My Classroom	My Friends	My Family	My Pets	My Body	My Food
<b>PE</b>	<b>Dribbling to Invade:</b> Hockey and Football  <b>Gymnastics:</b>	<b>Outdoor Adventure:</b> Decision Making  <b>Dance:</b>	<b>Passing and Moving:</b> Netball and Basketball  <b>Gymnastics:</b> Jumps	<b>Striking and Fielding</b> Fielding  <b>Dribbling, Movement and Teamwork</b> Hockey and Football	<b>Net Wall Games</b>  <b>Dance:</b>	<b>Athletics:</b> Being an athlete  <b>Strike and Exploring:</b> Strike and Field
<b>PSHCE</b>	Health and Wellbeing <ul style="list-style-type: none"> <li>• Making informed choices</li> <li>• Understand actions have consequences</li> <li>• Understand discrimination</li> </ul>	RSHE – Life to the Full	RSHE – Life to the Full	RSHE – Life to the Full	RSHE – Life to the Full	RSHE – Life to the Full

**Music**

Newcastle Music Service – Instrumental Tuition - Ukulele

Read and compose music, play and perform with the Ukulele