

## St Anne's Catholic Primary School Long Term Plan –2018 – 2019 Class -3

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>					
<p><b>Story writing</b> Focus - structure of a story - opening, build up, problem, resolution and ending, new paragraph for a new time or setting Grammar focus -time connectives, compound and complex sentences, verb tense, similes</p> <p><b>Recount Text</b> Focus - Paragraphing -new paragraph for a new time or setting Grammar focus- dialogue, wider range of conjunctions, prepositions.</p> <p><b>Persuasive letter-</b> Focus - explore different texts to persuade e.g.</p>	<p><b>Diary entry</b> Focus - possibly in the role of a character from class novel retelling events of their day. Relate to topic. Grammar focus- commas used in lists, informal chatty tones, contractions used with apostrophes, speech with inverted commas, expanded noun phrases.</p> <p><b>Non Chronological report -</b> Focus - writing to inform and paragraphing. Grammar focus - apostrophe for possession, imperative verbs</p>	<p><b>Narrative-Literacy shed film into narrative.</b> Focus - structure of a story - opening, build up, problem, resolution and ending, new paragraph for a new time or setting Grammar focus- Fronted adverbials, contractions, apostrophe for possession, subordinate conjunctions and sentence openers.</p> <p><b>Character description-</b> Focus - Description of a character from narrative. Grammar focus- Co-ordinating conjunctions,</p>	<p><b>Narrative- picture book into narrative.</b> Focus- fantasy, mystical creating adventure. Grammar focus- expanded noun phrases, commas after fronted adverbials prepositional phrases, commas in a list, sentence openers, direct speech.</p> <p><b>Recount in the form of a diary-</b> Focus- recount based on a school visitor or trip. Grammar focus- recount in chronological order, adverbial openers, beginning to use commas between</p>	<p><b>Narrative-</b> Focus- opening story to be speech. Grammar focus - fronted adverbials, commas used for lists, between main/sub clauses. Sentence openers.</p> <p><b>Persuasive text-</b> Focus- advert Grammar focus- rich adjectives and persuasive vocab used.</p> <p><b>Newspaper Report-</b> Focus- Linked to topic. Grammar focus- formal language, report written in columns, tense, inverted commas for speech, heading,</p>	<p><b>Explanation</b> Example text: Why Dragons are Extinct (Pie Corbett). Focus -To explain how or why. Grammar focus - conjunctions and paragraphing, statements and questions.</p> <p><b>Instructions</b> Focus - Writing to instruct - Writing an instructions text on how to create a marvelous medicine. Linking to Roald Dahl's George's Marvellous Medicine. Grammar focus: Prepositions, time connectives, imperative verbs, commas after fronted</p>

<p>leaflets, posters, adverts, layout of a letter and writing to persuade.</p> <p>Grammar focus - emotive language, rhetorical questions, conjunctions.</p>		<p>Apostrophes for contractions and possession.</p> <p>Newspaper Report- Focus- Linked to topic.</p> <p>Grammar focus- formal language, report written in columns, tense, inverted commas for speech, heading, quotations.</p>	<p>sub/main clauses.</p> <p>Poetry- Focus- TOP</p> <p>Grammar focus- verses, rhyming, structure, alliteration, acrostic, metaphor.</p>	<p>quotations.</p>	<p>adverbials.</p> <p>Poetry- Focus- European country and UK region</p> <p>Grammar focus- verses, rhyming, structure, alliteration, acrostic, metaphor.</p>
<p>Reading comprehension</p> <p>Focus - making predictions, inferring characters feelings justify with evidence</p>	<p>Reading comprehension</p> <p>Focus -read and retrieve information from non-fiction, participate in discussion/debates</p>	<p>Reading comprehension</p> <p>Focus -language used to capture the reads interest and imagination, use dictionaries to check the meaning of words</p>	<p>Reading comprehension</p> <p>Focus -recognising different forms of poetry (free verse, narrative poetry)</p>	<p>Reading comprehension</p> <p>Focus -preparing poems to read aloud and perform</p>	<p>Reading comprehension</p> <p>Focus -language used to capture the reads interest and imagination, use dictionaries to check the meaning of words</p>
<b>Maths</b>					
<ul style="list-style-type: none"> <li>• Number, place value and rounding</li> <li>• Mental and written addition and subtraction</li> <li>• Add and subtract multiples of 10 and 100.</li> <li>• Add and subtract 2 and 3 digit numbers.</li> <li>• Estimating answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and written addition and subtraction</li> <li>• Mental and written multiplication and division</li> <li>• Times tables</li> <li>• Multiplying by 3, 4 and 8 times tables.</li> <li>• Dividing by 3, 4, and 8 times tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Number, place value and rounding</li> <li>• Mental and written addition and subtraction</li> <li>• Mental and written multiplication</li> <li>• Money- adding and subtracting. Exchanging pound to pence.</li> <li>• Statistics- bar charts, pictograms and tables interpreting data.</li> </ul>	<ul style="list-style-type: none"> <li>• Number, place value and rounding</li> <li>• Mental and written addition and subtraction</li> <li>• Measure length Equivalent lengths - m &amp;</li> <li>• Compare lengths Add lengths</li> <li>• Subtract lengths</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> <li>• Measuring length and height. (kg, ml, l)</li> <li>• Comparing and ordering length and height mm-cm.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and written addition and subtraction</li> <li>• Mental and written multiplication and division</li> <li>• Fractions- add and subtract fractions.</li> <li>• Equivalent fractions.</li> <li>• Time-estimate and read time.</li> <li>• Durations of time, compare times, hours and seconds.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and written addition and subtraction</li> <li>• Mental and written multiplication and division</li> <li>• Geometry- properties of shape.</li> <li>• Recognising 3d shapes.</li> <li>• Measuring- mass and capacity.</li> <li>• Comparing and adding (kg,m,cm,mm,l)</li> </ul>

			• Fractions.		
<b>R.E. and PSHCE</b>					
The Christian Family (Baptism),	Mary our mother (and Christmas)	Called to change (Reconciliation)	Jesus the teacher	Celebrating Easter and Pentecost	Being a Christian
<b>Science</b>					
<b>Plants</b>		<b>Animals, including humans</b>	<b>Light</b>	<b>Rocks</b>	<b>Forces and Magnets</b>
<ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>		<ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change</li> </ul>	<ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel</li> </ul>

				each other, depending on which poles are facing •
<b>Creative Curriculum (Art, DT, Music, ICT, Geography and History)</b>				
<p><b>Stone Age</b> Explore the changes in Britain from the Stone Age to the Iron Age and develop a chronologically secure knowledge of events on a timeline from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology and travel. Life in the Stone Age through a study of Skara Brae. (Settlement, culture, travel, art, daily life etc.)</p> <p><b>Bronze Age</b> Use of weapons and the change, for example, made of cast iron and bronze. Study Stonehenge Life in the Bronze Age</p> <p><b>Geography and history</b> human geography, including: types of settlement and land use,</p> <p><b>History</b> - Learn about the time period of the stone/bronze/iron age. Label this on a timeline. - Learn about the everyday life in the bronze age.</p> <p><b>English</b> - Write recounts based on life in the bronze age.</p> <p><b>DT</b> Construct an Iron Age Round House. Use research and criteria to develop products fit for purpose.</p> <p><b>Art</b>  To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p><b>Ancient Egypt</b></p> <p><b>Geography/ History</b> To place historical events in chronological order-place Ancient Egypt on a timeline and understand its location in relation to the modern day,  Use an atlas to label a map with information.</p> <p><b>History</b> Identify and describe reasons for the Nile's importance in Ancient Egypt.</p> <p><b>ICT</b> Explore the jobs people had in Ancient Egypt.</p> <p>Understand Ancient Egyptian beliefs about life after death - describe the process of mummification.</p> <p><b>English</b> Write a diary entry on Howard Carter - create a vivid and accurate account.</p> <p><b>ICT/ English</b> Create a powerpoint giving information on Ancient Egyptian pyramids.</p>	<p><b>Iron Age</b></p> <p><b>Geography-</b> To place historical events in chronological order on a timeline.</p> <p><b>History-</b> Look at the lifestyle in the Iron Age. Learn about everyday life in the Iron Age.</p> <p><b>English-</b> Write a non chronological report on the Iron Age era.</p> <p><b>ICT-</b> Explore the lifestyle in the Iron Age.</p> <p><b>Art-</b> Create weapons used in the Iron Age using household materials.</p>	<p><b>Take One World</b></p> <p>To compare a particular region in the UK (Yorkshire Dales) with a European country (Poland)</p>	

<p>materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p><b>Iron Age/ Celtic Britain (The Iron Age - 600 BC - 50 AD)</b></p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture. Discuss settlement patterns and trade links</p> <ul style="list-style-type: none"> <li>• Map UK monuments located in different counties and cities</li> <li>• Why has Stone Henge been preserved?</li> </ul> <p><b>Art</b></p> <p>Experiment with different grades of pencils and other implements</p> <p>Draw self-portraits using pencil Stone Age Cave Art in different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Mix a variety of colours and know which primary colours make secondary colours- (pastels and paint)- colour wheel- create hot/cold backgrounds - Use sketchbooks to collect and record information from different sources.</p> <p>Textile and collage Iron Age Celtic patterns</p> <p><b>Music</b></p> <p>Write own Celtic rap- based on Horrible histories etc</p> <p>Listen to Celtic Music</p>					
<b>P.E.</b>					
Cricket	Multi-skills games	Netball	Dance and gymnastics	Football	Rounders