

St Andrew's C of E Junior School - Year 3 – Long Term Plan 2024-25

Subject	Autumn	Spring	Summer
Global Goals Values	GG – Identity and Diversity Values- Unity	GG- Globalisation and Interdependence Values- Responsibility	GG – Social Justice Values – Fairness and Equality
Religious Education	<p>Unit 19 (UC link) – What is it like for someone to follow God? (People of God)</p> <p>Unit 20 (UC link) – What is the Trinity and why is it important to Christians? (Incarnation/God)</p>	<p>Unit 21 – How do festivals and worship show what matters to a Muslim? (Islam)</p> <p>Unit 22 – How do festivals and family life show what matters to Jewish people? (Judaism)</p>	<p>Unit 23 (UC link)– What do Christians learn from the creation story? (Creation/Fall)</p> <p>Unit 24 – How and why do people try to make the world a better place? (Thematic)</p>
English	<p>At St Andrew's we are following the 'I Am A Clever Writer' approach, which uses a weekly text as a basis for teaching spelling and grammar skills along with a framework for creative writing. With longer texts, the writing process might sometimes be extended over 2 weeks instead of 1.</p>		
	<p>Whole class readingText: The Wild Way Home by Sophey Kirtley</p> <p>Re-tell BLOOM Title to make the reader want to read the story. Use my own story map (with pictures) to plan the order of my story. Use my own story map (with pictures) to rehearse all the writing skills that need to be included.</p> <p>Use a wider range of time words (time adverbial / time adverb) at the start of my sentences. (e.g. Soon, At last, Eventually, Later, A long time ago, In the beginning) Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where -Place) Begin to use a comma after a fronted adverbial. Use the conjunctions 'because', 'that', and and in fiction writing. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).</p> <p>Part re-tell Stone Girl, Bone Girl</p>	<p>Whole class readingText: The Wild Robot by Peter Brown</p> <p>As we are still developing our 'I'm a clever writer' approach, the texts we will use for spring and summer terms will be added to this LTP before those terms begin.</p>	<p>Whole class readingText: The Miraculous Journey of Edward Tulane by Kate DeCamillo</p>

	<p>Encapsulating what they want to say, sentence by sentence. Use a wider range of time words Use openers (fronted adverbials) as sentence openers (How – Manner, When – Time, Where - Place) Begin to use a comma after a fronted adverbial. Use the conjunctions ‘because’, ‘that’, and and in fiction writing. Use an expanded noun phrase (noun phrase) using one or more adjectives. Use the present and past tense correctly. Make simple corrections to my writing (spelling, punctuation marks and missing words/ correct tense).</p> <p>Retell – Stone Age Boy</p> <p>Instructions – How to wash a Woolly Mammoth</p> <p>Retell – The Egyptian Cinderella</p> <p>Non-Chronological Report – Ancient Egypt for Kids</p>		
	<p>To ensure each child in our school makes progress in reading, we carefully assess each child’s phonetic understanding. From here, we place children into an appropriate phonics group or guided reading group.</p> <p>To ensure sufficient progression in spelling, we use the spelling frame applications to supplement key teaching about the spelling rules for the appropriate age range. We also set spellings every week to practise at home and in school.</p> <p>The teaching of grammar is an integral part of our writing units, wherein the children review and build upon the grammatical features that are appropriate for the age range. This is supported by the teaching of varied sentence types.</p>		
	<p>Reading To ensure each child in our school makes progress, we have a guided reading lessons daily. These alternate between lessons either based on our class book and comprehension activities from quality texts as well as the online programme ‘Reading Plus’ . We also encourage reading at home with pupils bringing home a reading book at their appropriate level monitored using reading records. The children have the class book read to them daily by a teacher.</p>		
Mathematics	<p>At St Andrew’s, we use the White Rose Hub materials. This resource promotes a journey and long-term goal, achieved though exploration, clarification, practice and application over time. At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.</p>		
	Place value	Multiplication and division	Fractions

<p>Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1,000. Read and write numbers up to 1,000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Addition and subtraction Add and subtract numbers mentally, including; a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p> <p>Multiplication and division Count from 0 in multiples of 4. 8. 50 and 100. Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Recall and use multiplication and division facts for the 3, 4, and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Length and perimeter Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.</p> <p>Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit number or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve ass of the above.</p> <p>Mass and capacity Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p> <p>Solve problems that involve all of the above.</p> <p>Money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example to calculate the time taken by particular events or tasks)</p> <p>Properties of shapes Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters or a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials.</p>
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Topic	<p>History The Stone Age In this unit the children will explore how life changed for people in Britain during different periods of the Stone Age, including the Early, Middle and New Stone Ages (Palaeolithic, Mesolithic and Neolithic). They will cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments. The children will explore how weapons developed over time and how the development of agriculture, and the domestication of animals, meant that people could live in settled communities in the Neolithic period.</p> <p>Geography The Arctic How are we damaging the Arctic regions? Focus on the polar regions. Children will begin to recognise and use some appropriate vocabulary to describe individual locations. Recognise some physical and human features of the polar regions and understand basic climate change issues. Respond to simple questions and make some deductions from the maps/resources that they use. have an awareness of the inspirational value of such places.</p>	<p>Local area: human geography Where on Earth are we? Focus on local Geography- Hadfield being a Town. In this unit, the children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the position and significance of the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations. With a focus on human geography, the children will look into Hadfield and what makes Hadfield a Town as opposed to a city or village. They will look at features of a town and how Hadfield has changed over time depending on population and industry growth/change.</p> <p>Science Animals including humans In this topic, the children will look at where animals get food from and will look specifically at the right types of food, the amount and the nutritional value. They will also look at skeletons of humans and some animals, and explore the purpose of muscles for support, protection and movement.</p>	<p>History How much did the Ancient Egyptians achieve? In this unit, the children will explore the achievements of one of the earliest civilisations – the Ancient Egyptians. They will explore the chronology of the time in comparison to other historical events, and will examine primary sources to establish who the Ancient Egyptians were and what they did.</p> <p>Geography The River Nile and farming (link to Ancient Egypt). Children develop a basic understanding of crops/weather patterns rivers and their uses (transport/uses. Identify countries (map work) that the River Nile flows through from source to mouth. Identify countries where there is drought (map / Globe work *school link with continent Africa – Fort Usher) How can we help developing countries with this critical issue.</p> <p>Science – Plants In this unit, the children will look further plants and the requirements needed from them to grow. This will include identifying parts of a plant, the distribution of water and minerals within a plant and exploring</p>

	<p>Science Rocks This topic covers the properties and uses of rocks, the rock family, soils and finally fossils. Pupils will carry out an investigation looking into what makes a fair test.</p> <p>Science Light In this topic children work scientifically on a variety of quick challenges and longer tasks to learn about the wonders of light. They learn that we need light in order to see things and that dark is the absence of light. They learn that shadows are formed when the light from a source is blocked by an opaque object; and, they recognise that light from the sun can be dangerous and discuss ways in which our eyes can be protected.</p> <p>Computing The children will learn how to use technology safely, respectfully and responsibly. They will learn how to log in/sign out; mouse control (right/left click); typing; loading up apps and icons.</p>	<p>Computing The children will be taught to design and debug the Scratch programme. Integral to their English topics, the children will create an animation between two characters, which will include movements and dialogue.</p> <p>Geography Focus on finding out more about the local area. Using information and fieldwork skills the children will look at land use, population, economic activity and trade links with the rest of the UK. (Hadfield – Manchester).</p>	<p>the life cycle of a plant, including pollination, seed formation and seed dispersal.</p> <p>Science Forces and Magnets In this unit, the children will investigate forces. They will compare how things move on different surfaces and they will also learn about magnets. They will observe how magnets attract or repel each other and how they attract some materials and not others. They will describe magnets as having two poles and explore how magnets can be used.</p> <p>Computing Children will look into the history of computers and consider jobs of the future with regards to communication and collaboration. Children will look at how to present data using the Microsoft program Excel.</p>
	<p>PE Hand/Eye Co-ordination Throwing/Catching: bean bags, small and large balls Hoops, skipping, running Bats and Balls Relay races focussing on team participation.</p> <p>MFL Pupils will learn how to say the days of the week and months of the year in French. They will recap and learn numbers 1-31. They will learn some tradition French Christmas songs including Frosty the</p>	<p>PE Gymnastics Gymnastics focusing on the fitness and strength aspect.</p> <p>Ball Games In this unit, pupils will be learning skills that are required for ball games. They will take part in lots of Interclass and Interyear group competitions.</p> <p>Music Music slots will be used to practise the Year Easter performance show. Singing ensemble and solo. While linking to their</p>	<p>PE Athletics Running, Jumping, Throwing Cricket Throwing and catching Batting Runs Lords cricket</p> <p>Music We will link with geography curriculum and study Kerry Andrews (no place like) composing and performing.</p>

	<p>Snowman (Bonhomme de neige) and Little Father Christmas (Petit Papa Noel)</p> <p>Art and DT - Exploring Van Gogh's artistic techniques In this unit, pupils will look at the work of Van Gogh, particularly his work, 'Starry Night'. The children will look at the techniques that were used and then use this as inspiration for their own work, to create a picture of the skies. Pupils will create a textiles copy of their picture.</p> <p>Music To ensure all have a good understanding of the three main elements to music. Beat, Rhythm and Pitch. We will achieve this by using a medley of songs, rhymes and chants. We will also build up a repertoire for listening and appraising and introducing musical vocabulary. We have access to handbells, glockenspiels and untuned percussion instruments where simple notation will be introduced.</p>	<p>PE where they will be practising the dance moves also.</p> <p>Y3 Spring Concert Performance singing and acting.</p> <p>French Greetings (Hello, Goodbye, See you later, See you tomorrow. How are you? Responses: Good, Bad, Very good, OK, Poorly, Happy) Commands (yes and no) Traditional tale: Three Little Pigs</p> <p>Art – Self-portraits Shading and sketching. In this unit, pupils will look at various artists that have created their own style of self-portraits. Pupils will create their own self-portraits using the same techniques and styles of the artist we have studied.</p> <p>Structures – shell structures Create their own shell structure biscuit box</p> <p>DT – Biscuit boxes Use annotated sketches and proto types to develop, model and communicate ideas. Learn a variety of techniques to strengthen card. Apply knowledge of shape and nets to their design process. -potentially use CAD to design their biscuit box.</p>	<p>IT access will be via audacity. We will also look at other electronic instruments online.</p> <p>French Arc de Triomphe 1836 – Mille huit cent trente-six</p> <p>Children look at the importance of this historical landmark and why it is important to France and French people. They will create leaflets, posters and present information about this place of interest.</p> <p>DT – Pupils will make a pneumatic model Shaduf including linkages, levers and pivots (linking to our History and Geography focus on the Nile).</p> <p>Building a model shaduf from wooden dowlings Use annotated sketches and proto types to develop, model and communicate ideas. Select and safely use tools – hack saws to cut and connect frame structure To attach the pneumatic equipment. Understand and use lever and linkages, and fixed and loose pivots.</p> <p>Art - Insects Linking to our science topic of Animals Including Humans, pupils will draw, sculpt and make different insects. There will be a focus on detail, different techniques and precision.</p>
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