

## Year 3 Long Term Plan 2024-2025

ENGLISH						
Reading	Year 3 – Year 6 Phonics intervention for those identified 1:1 reading with an adult Reading Plus			Content Domain Whole Class Lesson – 6 chunks of 2 weeks with same text <b>Chunk 1</b> – Teacher to read text – text orientation and vocabulary <b>Chunk 2</b> – Vocabulary and retrieval + word meaning activity <b>Chunk 3</b> – Inference modelled <b>Chunk 4</b> – Alternating content domain modelled <b>Chunk 5</b> – Alternating content domain questions <b>Chunk 6</b> – Variety of content domain questions		
	Reading objectives	Word Reading	Phonics / Blending	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)		
Prefixes / suffixes / root words / contractions			Apply their growing knowledge of root words and prefixes, (e.g. in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto) and to begin to read aloud, understanding the meaning of the new words they meet Apply their growing knowledge of root words and suffixes/word endings, (e.g. -ation, -ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian) and to begin to read aloud, understanding the meaning of the new words they meet			
CEW			Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Fluency			Read fluently, decoding longer words with support, testing out different pronunciations. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text			
Familiarity with texts			Increase familiarity with a wide range of books, including fairy stories, retelling some of these orally (split objective with Y4)			
Comprehension		Range of texts	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say To use appropriate terminology when discussing texts (plot, character, setting) Read books that are structured in different ways and reading for a range of purposes			
		Vocab 2a	With support, use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture readers' interest and imagination (also Y4)			
		Retrieval 2b	Retrieve and record information from non-fiction texts			
		Summarising 2c	Identify the main idea within the paragraph or text and summarise these			
		Inference 2d	Draw some simple inferences based on characters' feelings, thoughts and motives Begin to locate evidence that would justify their inferences			
		Prediction 2e	Predict what might happen from details stated and implied (also Y4)			
		Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h	Begin to identify themes and conventions in the books they read Begin to identify how language contributes to the meaning of the text Identify how structure, and presentation contribute to meaning (e.g. the layout features of an explanation, non-chronological report etc.)			
		Poetry and performance	Prepare poems and play scripts to read aloud that show some awareness of the audience (spilt obj with Year 4) Begin to use appropriate intonation and volume when reading aloud poem and play scripts (spilt obj with Year 4)			
<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>		
Autumn 1 (7 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks and 4 days)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6weeks & 3 days)	
<b>Reading for pleasure / class reads / novels</b>						
The 100 mile an hour dog By Jeremy Strong	Stone Age Boy By Satoshi Kitamura Ug: boy genius of The Stone Age By Raymond Briggs	Grandpa Chatterji By Jamila Gavin Left or Right? Cool By Michael Morpurgo	Marcy and the riddle of the Sphinx By Joe Todd Stanton	Volcanoes	You are a champion By Marcus Rashford	

Writing Curriculum	What's significant about Europe?	How did life change from the Stone Age to the Iron Age?	How were mountains formed?	Why do you know so much about Ancient Egypt?	How are river and the water cycle linked?	Were the Greeks really great?
Stimulus	The Journey by Francesca Sanna	Wild Way Home by Sophie Kirtley	The street beneath my feet by Charlotte Gullain & Yuval Zommer  Everest by Alexandra Stewart & Joe Todd-Stanton	The Tunnel by Anthony Browne	One River, Many Creeks by Valerie Bloom	Pandora's Box by Rose Impey
Writing Genres	Persuasive advert about a city in Europe (2)  Poetry by heart Geography Lesson- Brian Patten (1)  Non-chronological report on Europe (2)  Diary based on one day from The Journey book (2)	Instructions -How to wash a woolly mammoth (2)  Leaflet to advertise Skara Brae (2)  Assessment Week (1) -characterisation based on the Wild Way Home (2)	Poetry by heart (1) Seaview Haiku – John Foster  Write a descriptive poem about Mount Everest (1)  Non-Chronological report based on street beneath my feet (2)  Narrative based on climbing Everest (Everest book) (2)  Biography based on artist (Art week) (4days)	Review on The Tunnel book (2)  Assessment week (1)  Letter from Archaeologist about discovering a tomb (2)	Explanation text on the water cycle (2)  Descriptive river poem (2) River Torridge by Chrissie Gittins  Setting description based on The River book (2)	Narrative based on Pandoras Box (2)  Sports Week (1)  Diary based on a famous sports person (2)  Assessment Week (1)  Poetry by heart Registration – Alan Ahlberg (3days)
Poetry	Autumn 1- -Poetry by heart – 1 week Geography Lesson- Brian Patten  Performance poetry  Life doesn't Frighten me at all – Mya Angelou Twenty Four Hours – Charles Causley	Autumn 2- (prioritise poetry 10 mins end of day for 1 week) Focus on Narrative with rhyme  Narrative with Rhyme  <b>The Listeners – Walter de la Mer</b> <b>The Sound Collector – Roger McGough</b>	Spring 1- Poetry by heart – 1 Week Seaview Haiku – John Foster Windy Day – John Foster then write and perform a Haiku/Tanka about Mount Everest. Perform their own poem	Spring 2- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week)  <i>Focus on poems not in bold</i>	Summer 1 - Descriptive river poem – 2 Weeks based on River Torridge by Chrissie Gittins  Descriptive Poetry  <b>River Torridge by Chrissie Gittins</b> <a href="https://childrens.poetryarchive.org/poem/river">https://childrens.poetryarchive.org/poem/river</a>	Summer 2-Poetry by heart – 3 days Registration – Alan Ahlberg  Question & Answer Poems  <b>Registration – Alan Ahlberg</b> What is Pink – Christina Rossetti

	Instructions for Giants – John Rice <b>Geography Lesson- Brian Patten</b> Waves - Jackie Kay		Haiku & Tankas  Haiku <b>Seaview Haiku – John Foster</b> <b>Windy Day – John Foster</b> Haiky Riddle – Celia Warren  Tanka Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger		<a href="#">er-torridge/</a>	
<b>Writing composition objectives</b>	Beginning to use ambitious word choices Beginning to use the simple structural features associated with specific text types e.g. instructions, reports, narratives Proofreading work to check for errors and make simple improvements Demonstrating an increasing understanding of purpose and audience (although this may not be sustained) Rehearsing orally ideas for writing and recording ideas using a modelled planning format		Using ideas from reading and modelled examples to plan writing Writing for the purpose of an audience Using the structures of a wider range of text types (including the use of simple layout devices in non-fiction) Proof-reading work to check for errors with increasing accuracy, and making improvements Using pronouns to achieve cohesion within/across sentences Making deliberate, ambitious word choices to add detail Creating settings, characters and plot in narratives Organising writing into paragraphs around a theme Maintaining the correct tense throughout a piece of writing		Making deliberate, ambitious word choices to add detail, provoke emotion, effect and to engage the reader Maintaining the correct tense (including present perfect tense) throughout a piece of writing	
<b>Grammar and Punctuation</b>	Revision of basic sentence punctuation including capital letters for Proper nouns  Use of expanded noun	Revision of basic sentence punctuation.  Use of expanded noun phrases.	Revision of basic sentence punctuation  Paragraphs  Express time, place and cause using co-ordinating and	Revision of basic sentence punctuation  Paragraphs  Express time, place and cause using co-ordinating and	Revision of question marks and exclamation marks  Sub-headings  Paragraphs	Review all Grammar and Punctuation taught in Y3

	<p>phrases.</p> <p>Determiners – a or an</p> <p>Adverbs of time, place, frequency and cause</p> <p>Powerful verbs</p> <p>Apostrophes to show contraction</p> <p>Co-ordinating conjunctions</p>	<p>Determiners – a or an</p> <p>Adverbs of time, place, frequency and cause</p> <p>Powerful verbs</p> <p>Apostrophes to show possession</p> <p>Subordinate Clause</p> <p>Preposition</p>	<p>subordinating conjunctions</p> <p>Use the present perfect form of verbs</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Subordinate Clause</p> <p>Preposition</p>	<p>subordinating conjunctions</p> <p>Use the present perfect form of verbs</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un-</p>	<p>Similes</p> <p>Inverted commas in direct speech</p> <p>To spell some words with suffixes correctly, e.g. -ly, -ous, -tion, -ment, -ness, -less, -ful</p> <p>To spell some homophone correctly, e.g. which and witch</p>	
<b>Grammar and Punctuation objectives</b>	<p>Using simple conjunctions</p> <p>Beginning to add inverted commas to mark direct speech (may not be consistent)</p> <p>Using the full range of punctuation from previous year groups including</p> <p>a. Full stops</p> <p>b. Capital letters</p> <p>c. Question marks</p> <p>d. Exclamation marks</p> <p>e. Commas within lists</p>		<p>Using apostrophes to show possession</p> <p>Using apostrophes to form contraction</p> <p>Using inverted commas in direct speech consistently</p> <p>Using subordinate clauses (e.g. when, before, after, while, because etc.)</p> <p>Using a wide range of higher level of conjunctions/adverbs (e.g. however, although)</p> <p>Using adverbs to express time / cause (e.g. then, next, soon, therefore, for example)</p> <p>Using prepositions (e.g. before, after, beneath)</p> <p>Using 'a' or 'an' correctly based on the noun</p>		<p>Using subordinate clauses (sometimes in varied positions)</p> <p>Using a range of conjunctions, adverbs and prepositions to show time, place, cause</p> <p>Punctuating meaningful direct speech accurately e.g. including the use of inverted commas, commas, question mark, capital letters etc</p>	
<b>Spelling</b>	<p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. (1)</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words (2)</p> <p>Spelling Rule: The /i/ sound spelled with a</p>	<p>Words with the prefix 're-' 're-' means 'again' or 'back.' (1)</p> <p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. (2)</p> <p>The prefix 'mis-' This is another prefix with negative meanings.(3)</p>	<p>The long vowel /a/ sound spelled 'ai' (1)</p> <p>The long /a/ vowel sound spelled 'ei.' (2)</p> <p>The long /a/ vowel sound spelled 'ey.' (3)</p> <p>Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. (4)</p> <p>Homophones – words which have the</p>	<p>The // sound spelled '-al' at the end of words. (1)</p> <p>The // sound spelled '-le' at the end of words. (2)</p> <p>Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' (3)</p> <p>Adding the suffix '-ally' which is used</p>	<p>Challenge Words (1)</p> <p>Words ending in '-er' when the root word ends in (t)ch. (2)</p> <p>Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language (3)</p> <p>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'</p>	<p>Challenge Words (1)</p> <p>The suffix '-sion' pronounced /ʒən/ (2)</p> <p>Revision – spelling rules we have learned in Stage 3. (3)</p> <p>Revision – spelling rules we have learned in Stage 3. (4 &amp; 5)</p> <p>Revision – spelling rules we have</p>

	<p>'y.' (3) Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' (4)</p> <p>Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch (5) Challenge words (6)</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. (4) Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. (5) Assessment Week Challenge words (6)</p>	<p>same pronunciation but different meanings and/or spellings. (5)  Challenge Words (6)</p>	<p>instead of '-ly' when the root word ends in '-ic.' (4) Adding the suffix -ly. Words which do not follow the rules. (5)</p>	<p>These words are French in origin. (4)  Words with the /s/ sound spelled 'sc' which is Latin in its origin. (5) Homophones: Words which have the same pronunciation but different meanings and/or spellings. (6)</p>	<p>learned in Stage 3. (6) Revision – spelling rules we have learned in Stage 3. (7)</p>
<b>Spelling objectives</b>	Applying all spelling rules from the KS1 guidance within the English Appendix 1		<p>Spelling some words with prefixes correctly (e.g. irrelevant, autograph, incorrect, disobey, superstar) Spelling some words with suffixes correctly (e.g. usually, poisonous, adoration) Spelling at least one homophone correctly, (e.g. which and witch) Spelling many Y3/4 Common Exception Words (challenge words) correctly* Using the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>		<p>Spelling the majority of words with prefixes correctly, (e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial) Spelling the majority of words with suffixes correctly (e.g. usually, poisonous etc.) Spelling the majority of homophones correctly (e.g. which and witch)</p>	
<b>Handwriting (Letterjoin scheme)</b>	<p>Pre-module assessment (1) Lessons 1 &amp; 2 (2) Lessons 3 &amp; 4 (3) Lessons 5 &amp; 6 (4) Lessons 7 &amp; 8 (5) Lessons 9 &amp; 10 (6)</p> <p>INTERVENTION Sessions x2 – extra</p>	<p>Lessons 11 &amp; 12 (1) Lessons 13 &amp; 14 (2) Lessons 15 &amp; 16 (3) Lessons 17 &amp; 18 (4) Lessons 19 &amp; 20 (5) Lessons 21 &amp; 22 (6) INTERVENTION Sessions x2 – extra practice and challenge on half</p>	<p>Lessons 23 &amp; 24 (1) Lessons 25 &amp; 26 (2) Lessons 27 &amp; 28 (3) Lessons 29 &amp; 30 (4) Lessons 31 &amp; 32 (5) Lessons 33 &amp; 34 (6)</p> <p>INTERVENTION Sessions x2 – extra practice and</p>	<p>Lessons 35 &amp; 36 (1) Lessons 37 &amp; 38 (2) Lessons 39 &amp; 40 (3) Lessons 41 &amp; 42 (4) Lessons 43 &amp; 44 (5)</p>	<p>INTERVENTION Sessions x2 – extra practice and challenge on last half termly coverage (1)</p> <p>Lessons 45 &amp; 46 (2) Lessons 47 &amp; 48 (3)</p> <p>Lessons 49 &amp; 50 (4)</p>	<p>Lessons 53 &amp; 54 (1) Lessons 55 &amp; 56 (2) Lessons 57 &amp; 58 (3) Lessons 59 &amp; 60 (4)</p> <p>Post-module assessment (5)</p> <p>INTERVENTION Sessions x2 – extra</p>

	practice and challenge on half termly coverage (7)	termly coverage (7)	challenge on half termly coverage (7)		Lessons 51 & 52 (5)  INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6)	practice and challenge on half termly coverage (6)
<b>Handwriting objectives</b>	Beginning to use neat, joined handwriting		Maintaining cursive legible, fluent handwriting at a desirable pace			
<b>Mathematics</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Place Value - 3-digit numbers</li> <li>Place Value -10 or 100 more or less</li> <li>Addition &amp; Subtraction - mental methods</li> <li>Addition &amp; Subtraction - written methods</li> <li>Multiplication &amp; Division x3, 4, 8</li> <li>Multiplication &amp; Division ÷3, 4, 8</li> <li>Fractions - wholes/ equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Place Value-multiples</li> <li>Multiplication &amp; Division x written method</li> <li>Multiplication &amp; Division ÷ written method</li> <li>Fractions -finding fractions</li> <li>Measurement – time</li> <li>Geometry – Properties of Shapes - angles/turns</li> <li>Consolidation and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Place Value - identify, represent &amp; estimate</li> <li>Addition &amp; Subtraction - estimate and inverse</li> <li>Fractions - tenths</li> <li>Measurement - length</li> <li>Measurement - perimeter</li> <li>Geometry – Properties of Shape - lines</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division - problems</li> <li>Fractions - compare/order</li> <li>Fractions - add/subtract</li> <li>Measurement – time</li> <li>Consolidation and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Place Value - problems</li> <li>Addition &amp; Subtraction - problems</li> <li>Fractions - problems</li> <li>Measurement</li> <li>- mass</li> <li>Measurement</li> <li>- money</li> <li>Statistics - interpret</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication &amp; Division - problems</li> <li>Measurement – volume</li> <li>Geometry – Properties of Shapes – 2D/3D</li> <li>Statistics – construct</li> <li>Consolidation and assessment</li> </ul>
<b>Science</b>	Rocks & Soils	Animals, including Humans	Forces & Magnets	Light	Plants	
<b>Computing</b>	<u>Information Technology</u> Audio Production (Podcast) Photo Editing Stop frame animation Video creation		<u>Computing Science</u> Sequencing sounds Computer Network Events and actions in programs Computing systems and networks – The Internet Repetition in shapes and games		<u>Digital literacy</u> Online reputation Passwords and Behaviours Safer Internet Day Being brave online Digital wellbeing	
	On-going: Digital Literacy; self-imagine and identity, online relationships, Online reputation, Online bullying, managing online information, Health, Wellbeing and Life Style, Privacy and Security, Copyright and Ownership					
<b>DT</b>	Farm to Fork		Mountain Pulley		Bridge Structures	

	On-going: Design, make, evaluate and apply technical knowledge					
<b>Art</b>	Stone Age – The job of an illustrator		Egyptian Headdress		River of Hope	
	On-going: 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 materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history					
<b>PE</b>	Games – Invasion Further skills	Gymnastics- Movement	Dance	Dance	Striking and Fielding Fundamentals, Net Tennis	Athletics/OAA
<b>Music</b>	The basics of music	Music the tells stories	Famous musical works and the orchestra	The great composers	Music from around the world	Performing
<b>History</b>	How did life change from the stone age to the iron age?		Why do we know so much about Ancient Egypt?		Were the Greeks really that great?	
<b>Geography</b>	What's significant about Europe?		How were mountains formed?		How are rivers and the water cycle linked?	
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RE</b>	Signs and Symbols	Diwali	What do we know about Jesus?	Jewish Celebrations	What is the Bible?	Islamic Rites of Passage
<b>MFL</b>	I am learning French	Animals	Instruments	I am able to ....	Fruits	Ice creams