



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Long Term Curriculum Plan Year Three

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Writing	<u>Place Value of Grammar</u> <u>Esio Trot by Roald Dahl</u> • Character description	<u>Stone Age Boy by Satoshi Kitamura</u> • Diary writing <u>The Man on the Moon (advert)</u> • Narrative	<u>Greek Myths by Marcia Williams</u> • Non-chronological report <u>The Jabberwocky by Lewis Carroll</u> • Nonsense poem	<u>Journey by Aaron Becker</u> • Story sequel <u>Holiday brochure – linked to geography topic</u> • Persuasive tourist leaflet	<u>Escape from Pompeii by Christina Balit</u> • Setting description (Before and after) • Instructions	<u>Anne Lister</u> • Biography
Grammar and punctuation	Place value of Grammar Expanded noun phrases to describe and specify Compound sentences using co-ordinating conjunctions – or, and, but (FANBOYS) Using a and an	Speech using Inverted commas Use of paragraphs Adverbs – Time, place Apostrophes for possession Present perfect tense	Use of paragraphs Complex sentences using subordinating conjunctions (WHITEBUS) Subheadings	Persuasive techniques Adverbs to express time and place	Prepositions and adverbs to express time and cause Personal pronouns	Subordinating conjunctions (WHITEBUS) Use of paragraph Subheadings
Spelling	Spelling Rules:	Spelling Rules: 1. prefix 're-'	Spelling Rule:	Spelling Rules: 1. The /l/ sound spelled '-al'	Spelling Rules: 1. Words ending in '-er'	Revision –

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	1. The /ow/ sound spelled 'ou.' 2. The /u/ sound spelled 'ou.' 3. The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled '-ture' 6. Challenge words	2. The prefix 'dis-' 3. The prefix 'mis-' 4. Adding suffixes beginning 5. Spelling Rules: Adding suffixes. If. 6. Challenge words	1. The long vowel /a/ sound spelled 'ai' 2. The long /a/ vowel sound spelled 'ei.' 3. The long /a/ vowel sound spelled 'ey.' 4. Adding the suffix -ly. 5. Homophones – 6. Challenge Words	2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' 4. Adding the suffix '-ally'. 5. Adding the suffix -ly. Words which do not follow the rules. 6. Challenge Words	2. Words with the /k/ sound spelled 'ch.' 3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' 4. Words with the /s/ sound spelled 'sc' 5. Homophones: 6. Challenge words	spelling rules we have learned in Stage 3.
Reading	Retrieval Rex	Inference Iggy	Vocabulary Victor	Prediction Pip Summarising Sheba	Cassie the Commentator Arlo the Author	Consolidation of skills
Maths	Place Value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division. Measurement: Length and perimeter	Fractions Mass and capacity	Fractions Measurement: money Measurement: Time	Properties of shape Statistics Position and Direction
Science	Animals; including humans (biology)		Forces & magnets (Physics)	Plants (biology)	Rocks (chemistry).	Light (physics)
Geography	Shelf on a map			Comparing Shelf to Mediterranean countries	Natural disasters	
History		Stone Age to Iron Age	Ancient Greece			Shibden Hall and Anne Lister
Computing	Computing systems – Connecting	Creating Media - Animations	Computers Programming – Sequence in Music	Data and Information – Branching a database	Creating Media – Desktop publishing	Programming – Events Actions
Religious Education	BB The Big Picture	UC Creation	BB The Nature of Religion and Belief	UC Gospel	UC Kingdom of God	BB Expressing Beliefs

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	CL2.6 How do Jews use stories to remember God;s covenant?	2a.1 What do Christians learn from the Creation story?	CL2.1 What faiths and beliefs can be found in our country and community?	2a.4 What kind of world did Jesus want?	2a.6 When Jesus left, what was the impact of Pentecost?	CL2.2 How do different people express spirituality?
DT					Mechanisms – levers and linkages (Booknic)	Shell structures (CAD) Food – healthy and varied diet
Art	Drawing- Observational drawings	Pastels and Charcoal- Cave art	Papier mache- Greek vases	Painting- Artist focus (Modigliani)		
Music	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
MFL	Learning about France Greetings and Names	Classroom Instruction The French Alphabet	Numbers 0-20 Colours	Number 20-50 The Date and Birthdays	The Hungry Caterpillar	My Family At the Farm
PE	<p><u>Real PE (Personal)</u> Multi-ability (Personal) I have begun to challenge myself. I know where I am with my learning.</p> <p><u>Real Gymnastics (Creative):</u> Multi-ability (Creative): I can</p>	<p><u>Real PE (Social):</u> Multi-ability (Social) I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work.</p>	<p><u>Real PE (Cognitive):</u> Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><u>Real PE (Social) Y4:</u> Multi-ability (Social) I am happy to show</p>	<p><u>Real PE (Creative):</u> Multi-ability (Creative) I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p>	<p><u>Real PE (Physical):</u> Multi-ability (Physical) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p><u>Real PE (Health and Fitness):</u> Multi-ability (Health and Fitness) I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise</p>

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	recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.	<u>Real Gymnastics (Cognitive)</u> Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.	and tell others about my ideas. I show patience and support others listening carefully to them about our work.	<u>Real Gymnastics (Health and Fitness) Y4</u> Multi-ability (Health and Fitness) I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.	<u>Dance</u> Multi-ability (Physical): I can perform and repeat longer sequences, with clear shapes and movements between, with clear control and precision.	
PSHCE	Relationships- Family and Friendships Safe Relationships Respecting ourselves and others		Living in the wider world- Belonging to a community Media Literacy and Digital Resilience Money and Work		Health and Wellbeing- Physical health and Mental Wellbeing Growing and changing Keeping Safe	
Charity event			Collecting plastic bottle tops			
Enterprise event		Christmas craft stall				
Visits	Shelf local area				Magna Visit	
Visitors						Supermarket Taste tester- DT
Parent workshop				Easter Arts & Crafts		

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