

Year 3 - Long Term Planning. National Curriculum Planning 2026-2027
**St. Patrick's Catholic Primary School- Christ is the centre of our school where we live,
 love and learn together.**



English

Reading

- Read a range of fiction, non-fiction; myths, legends, traditional stories, archaic texts, poetry and plays.
- Learn a wider range of poetry by heart; prepare poems / plays to perform; explore meaning of words; justify with evidence; make predictions; summarise main ideas.
- Class reading books include but are not restricted to Stone Age Boy, The Stolen Spear, The Barnabus Project, Leon and The Place Between, The Night Bus Hero and Where the Wild Things are.
- Demonstrate understanding and comprehension by applying the VIPERS domains to texts regularly.

Grammar

- To structure sentences correctly, using the correct punctuation.
- To understand nouns, adjectives, verbs and adverbs and be able to use them within our writing.
- Use expanded noun phrases.
- Use fronted adverbials.
- Use commas, speech marks and possessive apostrophes correctly.
- Use relative clauses to add detail to a main clause.
- To understand the difference between past, present and future tense and know which is the correct one to use in a piece of writing.

Writing

- Write a version of a familiar story in own words.
- Write a persuasive letter.
- Write a piece of informational text – cross curricular (Linked to History).
- Write a story with clear stages: Introduction, build-up, conflict/climax and resolution
- Write an explanation text – cross curricular (Linked to Science)
- Write a story focussed on organisational devices. E.g. times of the day.
- Plan and write a longer story using figurative language to invoke mood.
- Write in the role of a character from a story.
- Plan and write a story with a strong central character.

Maths

Number and Place Value

- To represent, partition and understand number lines to 1000.
- Thousands.
- To represent, partition and understand number lines to 10,000.
- To find 1, 10, 100, 1000 more or less.
- To estimate numbers on a number line to 10,000.
- To compare and order numbers to 10,000.
- Roman numerals.
- To round to the nearest 10, 100, 1000.

Addition & Subtraction

- To add and subtract 1s, 10s, 100s and 1000s.
- Add up to two 4-digit numbers (no exchange, 1 exchange, more than 1 exchange).
- Subtract up to two 4-digit numbers (no exchange, 1 exchange, more than 1 exchange).
- Efficient subtraction.
- Estimate answers.
- Checking strategies.

Area

- What is area?
- To count squares.
- To make shapes.
- To compare areas.

Multiplication & Division

- **Recall multiplication** and division facts for tables up to 12 x 12.
- Multiply 2- & 3-digit numbers by a 1 digit number using a formal written method.
- Multiplying and dividing by 1 & 0.

Fractions, Decimals & Percentages

- Recognise and show equivalent fractions.
- Recognise and decimal equivalents of 10ths, 100ths, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.
- Find the effect of dividing a number by 10 and 100.
- Count up and down in 100ths.
- Add and subtract fractions.

• Write a recount in the first person with a specific audience. • Write a recount in the form of a newspaper report, using direct quotes. • Write a formal explanation for a specific audience. • Write a non-chronological report for a clear audience. • Write a comparative report, using own notes taken from several sources. • Plan, compose and edit a balanced discussion Speaking & Listening • Engage in longer and sustained discussions about a range of topics. • To be able to ask and answer questions. • To take part in short dramatic scenes to encourage the use of expression and intonation. • To discuss and debate opinions, showing respect for opposing views and ideas.	• Compare numbers with the same numbers to two decimal places. Measurement • Convert between different units of measurement e.g. km to m to cm • Measure and calculate the perimeter of rectilinear shapes. • Find the area of rectilinear shapes by counting squares. • Estimate, calculate and compare both pounds and pence. • Read, write and convert time between analogue and digital and 12 & 24hr clocks solve problems converting hours to minutes and minutes to seconds. Geometry • Compare and classify shapes and identify lines of symmetry. • Describe positions on a grid, explain movements/translations of a given point on a grid and plot coordinates on a grid to create a polygon. Statistics • Present data in a bar chart or line graph. • Solve comparison, sum and differences using various data including pictograms. To apply reasoning, problem solving and investigation to all of the above.		
<u>P.E.</u> • Develop running, jumping, throwing and catching; play competitive games-[rugby, football] • To understand the importance of team work and working together in competitive games. • Develop flexibility, strength control, balance, perform dances [gymnastics, dance] • Swim a distance of at least 25 metres	<u>PSHE</u> Following the Ten Ten programme, Life to the full plus, we will look at the following topics: • <u>Created and loved by God.</u> This module explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. • <u>Created to Love others.</u> This module explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping	<u>ICT</u> • Computing systems and networks (<i>Teamwork; sharing a document; slide presentations; Google forms; shared spread sheets</i>). • Programming – Further coding with scratch (<i>Scratch reminder; identifying what code does; variables; times tables project</i>). • Website Design (<i>Site skills; creating a web page; Planning and creating a website</i>). • HTML (<i>Remixing; changing HTML and CSS; Complex components; replacing images</i>). • Computational thinking (<i>Decomposition; abstract and pattern recognition; algorithm design</i>). • Data handling (<i>Investigating weather</i>). • Online Safety.	<u>MFL</u> • Children will be taught Spanish. • Children will be able to listen to spoken language, join in and respond. • They will explore patterns and sounds of the language through song and rhyme, while linking spellings, sounds and meanings. • They will be able to engage in conversation, speak in sentences and develop accurate pronunciation and intonation.

	safe both online and in our daily lives. • <u>Created to live in Community.</u> This module explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, further exploration of careers and money lead to understanding that true happiness comes from knowing God's love and finding our identity and worth in Him.		
<u>R.E.</u> Christianity • Creation and Covenant • Prophecy and Promise • Galilee to Jerusalem • Desert to Garden • To the Ends of the Earth • Dialogue and Encounter • Other Religions Sikhism, Judaism, Islam.		<u>SMSC- British Values</u> • Respect – linked with RE • Tolerance – linked with RE • British Laws – linked with History • Individual Liberty – linked with History • Democracy – linked with History • Other Faiths-focus on Sikhism.	
<u>Science</u> Working scientifically • Asking relevant questions, using scientific evidence, make careful observations, take accurate measurements, set up simple enquiries and carry out fair tests, use simple results to draw conclusions, present data and record and report findings. Living things and their habitats and Animals, including humans		<u>History</u> • To communicate History. • Chronology • Investigate the past. • To think like a historian.	<u>Music</u> • Following the Charanga programme we will look at the following pieces of music: Mama Mia,

• The digestive system, teeth and their function and food chains. • Recognise that living things can be grouped in a variety of ways, explore classification keys, identify living things in the local and wider environment. • Recognise that environments can change. States of Matter • Compare and group materials into solids, liquids and gases. • Observe that some materials change when heated and chilled and observe temperature in degrees C. • Identify the parts played by evaporation and condensation in the water cycle. Sound • Identifying how sounds are made, recognising that vibrations travel to the ear. • Find patterns between pitch and features of an object. • Find patterns between volume and the strength of vibration. • Recognise that sound gets fainter the further away it is. Electricity • Identify common appliances that use electricity. • Construct a simple electrical circuit and recognise the uses of a battery and switch. • Recognise common conductors and insulators.	• To make links to the wider curriculum – PHSE, British Values, Virtues. • Stone Age to Iron Age-chronology, some of the achievements from each of the 3 ages, cause and effect of past events, what do ‘prehistory’ and BC refer to? • Ancient Egyptians – what were their lives like? The River Nile; the importance of Pharaohs; What happened to Pharaohs when they died; Egyptian Gods/Goddesses; Ancient Egyptian major achievements.	Glockenspiel 2, Stop!, Lean on me and Blackbird • Children will develop an understanding of musical notation, the history of music and great composers and musicians. • They will be able to play and perform, using voice and instruments, with increasing accuracy, fluency, control and expression. • Children to access music tuition from Musical mates for one term.
<u>Art & Design</u> <u>Drawing</u> • Introduction to different line techniques • Drawing outlines • Michael Craig Martin • Overlay multiple shapes and everyday objects • Continuous line drawing • Self portrait • Julian Opie • Monoprint <u>Sculpture and painting</u> • Introduction to Art Noveau • Charles Rennie McKintosh • Controlling tone using watercolours • Observational flower drawing • Explore complimentary and harmonious colours • Experiment with paint on a floral template • Experiment with paint on an insect template	<u>Geography</u> <u>My Place in the world</u> • To Identify what ‘United Kingdom’ means and how its flag was created. • To name and locate each country and capital city of the UK and link flags, symbols, saints and landmarks to the 4 nations of the UK. • To understand the term population density and give reasons for variation in population between regions. • To identify and understand what rural and urban areas are and explain the differences between them. • To describe what migration is and explain how the United Kingdom has lots of different people who live there.	<u>Design Technology</u> • Through the following: Structures – Pavilions; Textiles – fastenings; Electrical systems – torches and Mechanical systems – slingshot cars Children will be able to design, make, evaluate and build up a good level of technical knowledge. • Through Food – adapting a recipe, children will gain a basic understanding of cooking and nutrition. They will be able to experiment with flavours and textures and develop their own ideas.

• Represent still life in the style of Charles Rennie McKintosh	• To understand what tourism means and explain how tourism can have a positive and negative impact on a named rural area. <u>Coasts</u> • To name, locate and identify oceans and seas on a global, national and local scale; particularly focusing on the Sunderland and Tyneside coastline. • To use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods. • To identify and describe coastal characteristics and processes. • To understand the processes of erosion, weathering and transportation along the coastline.	
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