



## 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
<b>Writing</b>	<u>Esio Trot by Roald Dahl</u> – literacy shed Exploring characters thoughts and feelings Create character descriptions Understand cohesion Plan, write and edit a short story	<u>Stone Age Boy by Satoshi Kitamura</u> Recount Diary writing Time hop narrative story	<u>Greek Myths by Marcia Williams</u> Non-chronological report Information text  <u>The Jabberwocky by Lewis Carroll</u> – nonsense poem	<u>Holiday brochure – linked to geography topic</u> Setting descriptions Persuasive tourist leaflet  <u>Journey by Arron Baker</u>  Narrative sequel	<u>Escape from Pompeii by Christina Balit</u> Instructions Explanation text Narrative	<u>Biography-</u> Linked to history topic (Sir Titus Salt)
<b>Grammar and punctuation</b>	(Ready to write) Expanded noun phrases Use of apostrophes Compound sentences using Co-ordinating conjunctions. Using a and an Including adverbs	Speech Inverted commas Complex sentences using Subordinating conjunctions Use of paragraphs Adverbs Personal pronouns	Expanded noun phrases Formal language Punctuation (including brackets) Paragraphs Word families	Persuasive techniques Difference between a clause and a phrase Openers Regular and irregular verbs Nouns Determiners	Powerful verbs Prepositions Tenses Expressing time, ,place cause openers Using time, place, cause conjunctions. Technical vocabulary.	Subordinating conjunctions Use of paragraph Subheading Relative clause
<b>Spelling</b>	<b>Spelling Rules:</b> 1. The /ow/ sound spelled 'ou.' 2. The /u/ sound spelled 'ou.'	<b>Spelling Rules:</b> 1. prefix 're-' 2. The prefix 'dis-' 3. The prefix 'mis-' 4. Adding suffixes beginning	<b>Spelling Rule:</b> 1. The long vowel /a/ sound spelled 'ai' 2. The long /a/ vowel sound spelled 'ei.'	<b>Spelling Rules:</b> 1. The /l/ sound spelled '-al' 2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' 4. Adding the suffix '-ally'.'	<b>Spelling Rules:</b> 1. Words ending in '-er' 2. Words with the /k/ sound spelled 'ch.' 3. Words ending with the /g/ sound spelled '-gue'	<b>Revision –</b> spelling rules we have learned in Stage 3.

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	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	5. Spelling Rules: Adding suffixes. If. 6. Challenge words	3 .The long /a/ vowel sound spelled 'ey.' 4. Adding the suffix -ly. 5. Homophones – 6.Challenge Words	5. Adding the suffix –ly. Words which do not follow the rules. 6.Challenge Words	and the /k/ sound spelled '-que.' 4. Words with the /s/ sound spelled 'sc' 5. Homophones: 6. Challenge words	
<b>Reading</b>	Retrieval Rex	Inference Iggy	Vocabulary Victor	Prediction Pip Summarising Sheba	Cassie the Commentator Arlo the Author	Consolidation of skills
<b>Maths</b>	Place Value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division. Measurement: money statistics	Measurement: Length and perimeter Fractions	Fractions Measurement: Time	Properties of shape Mass and capacity
<b>Science</b>	Animals; including humans (biology)	Forces & magnets (Physics)		Plants (biology)	Rocks (chemistry).	Light (physics)
<b>Geography</b>	Shelf on a map			Comparing Shelf to Mediterranean countries	Natural disasters	
<b>History</b>		Stone Age to Iron Age	Ancient Greece			Why do we still remember Sir Titus Salt?
<b>Computing</b>	Programming – Sequence in Music	Programming – Events Actions	Creating Media - Animations	Creating Media – Desktop publishing	Computing systems – Connecting Computers	Data and Information – Branching a database
<b>Religious Education</b>	<b>BB Jewish Faith</b> 3.1 How do Jews remember God's covenant to Abraham and Moses?	<b>UC Creation</b> 2a.1 What do Christians learn from the Creation story?	<b>BB Christianity, Jewish Faith and Islam</b> 3.5 Who can inspire us?	<b>UC Gospel</b> 2a.4 What kind of world did Jesus want?	<b>UC Kingdom of God</b> 2a.6 When Jesus left, what was the impact of Pentecost?	<b>BB Christianity, Jewish Faith, Islam and Sikhi</b> 3.2 What is Spirituality and how do people experience this?
<b>DT</b>					Shell structures (CAD) Food – healthy and varied diet	Mechanisms – levers and linkages

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<b>Art</b>	Drawing- Observational drawings	Pastels and Charcoal- Cave art	Papier mache- Greek masks and vases	Painting- Artist focus (Modigliani)		
<b>Music</b>	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
<b>MFL</b>	Phonics Greetings Numbers (1 – 12) and age Classroom instructions	Phonics Items in a pencil case Christmas	Classroom language Animals Colours	Listening to stories – familiar and unfamiliar language	Snack foods Days of the week Listening and retelling a story	Following instructions Asking questions Café – role play
<b>PE</b>	<p>Real PE Multi-ability (Personal) I have begun to challenge myself. I know where I am with my learning.</p> <p><b><u>Real Gymnastics (Creative):</u></b></p> <p>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><b><u>Real PE (Social):</u></b> 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><b><u>Real Gymnastics (Cognitive)</u></b></p> <p>Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>Real PE (Cognitive);</p> <p>Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b><u>Real PE (Social): Year 4</u></b></p> <p>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><b><u>Real PE (Creative):</u></b> 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><b><u>Real Gymnastics (Health and Fitness) Year 4</u></b></p> <p>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>	<p><b><u>Real PE (Physical):</u></b> 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><b><u>Dance</u></b> Multi-ability (Physical): I can perform and repeat longer sequences, with clear shapes and movements between, with clear control and precision.</p>	<p><b><u>Real PE (Health and Fitness):</u></b></p> <p>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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<b>PSHCE</b>	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we eat well?	How can we describe our feelings?	What jobs would we like?
<b>Charity event</b>		Collecting plastic bottle tops				
<b>Enterprise event</b>			Jam jar tombola			
<b>Visits</b>	Shelf local area					Saltaire Visit
<b>Visitors</b>				Local artist		
<b>Parent workshop</b>			Easter Arts & Crafts			

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