



Myton Park Primary Long Term Planning

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Tribal Tales (Stone Age) & Ammonite		Scrumdiddlyumptious	Tremors	Emperors and Empires (Romans) & Mosaics	
English	Key Performance Indicators					
	<p><u>Reading</u> WORD READING</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>COMPREHENSION:</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading books that are structured in different ways and reading for a range of purposes. using dictionaries to check the meaning of words that they have read. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. identifying themes and conventions in a wide range of books. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of poetry. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. asking questions to improve their understanding of a text. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied. identifying main ideas drawn from more than 1 paragraph and summarising these. identifying how language, structure, and presentation contribute to meaning. <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					

Writing

Spell by using further prefixes and suffixes and understand how to add them. (See Myton Park Spelling Appendix) *spelling*

Spell further homophones. *Spelling*

spell words that are often misspelt. *Spelling*

place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. *Spelling*

use the first 2 or 3 letters of a word to check its spelling in a dictionary. *Spelling*

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. *Spelling*

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

discussing and recording ideas.

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. *See Myton Park Spelling Appendix.*

organising paragraphs around a theme.

in narratives, creating settings, characters and plot.

in non-narrative material, using simple organisational devices

Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements.

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proofread for spelling and punctuation errors:

read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spoken Language

Listen and respond appropriately to adults and their peers.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Talk confidently in a group or whole class scenario in a range of different contexts.

Ask relevant questions to extend their understanding and knowledge.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Use relevant strategies to build their vocabulary.

Spoken language

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Select and use appropriate registers for effective communication.

Gain, maintain and monitor the interest of the listener(s)

Spoken language

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

	<p>Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Identify themes and conventions in a wide range of books. 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. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Use dictionaries to check the meaning of words that they have read. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Identify main ideas drawn from more than 1 paragraph and summarising these. Identify how language, structure, and presentation contribute to meaning. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	
	<p>Writing Purpose To entertain</p>		<p>Writing Purpose To inform</p>		<p>Writing Purpose To persuade</p>	
	<p>Text Types Description Narrative Poetry</p>		<p>Text Types Recount Report Biography Newspaper</p>		<p>Text Types Argument Newspaper Review</p>	
	<p>Writing Composition Plan their writing by discussing writing similar to that which they are planning to</p>		<p>Writing Composition Plan their writing by discussing writing similar to that which they are planning to</p>		<p>Writing Composition Plan their writing by discussing writing similar to that which they are planning to write in</p>	
<p>Writing Purpose To entertain</p>		<p>Writing Purpose To entertain</p>		<p>Writing Purpose To discuss</p>		
<p>Text Types Description Narrative Poetry</p>		<p>Text Types Description Narrative Poetry</p>		<p>Text Types Advertisement Letter Speech / Campaign</p>		
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	<p>write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors.</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors.</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p>	<p>order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p>
	<p><u>SPaG</u> Spelling Revise suffixes from Year 2 (-s, -es, -er -ed -ing) Prefixes <i>dis-</i> and <i>un-</i> Revise Year 2 apostrophes for contractions. 'ai' sound spelt 'ei' 'eigh' 'aigh' 'ey' Homophones Year 2 prefixes and suffixes Prefixes <i>mis-</i> and <i>re-</i></p>	<p><u>SPaG</u> Spelling Revise Year 2 suffixes <i>-ful -ness</i> Prefixes <i>sub-</i> and <i>tele-</i> Revise from Year 2 - apostrophe for contraction. 's' sound spelt 'ch' and 's' in ss(ion/ure) Suffixes <i>-less</i> and <i>'ly</i> Year 2 prefixes and suffixes Prefixes 'super' and 'auto'</p>	<p><u>SPaG</u> Spelling Previously taught suffixes (-ing -ed, -er, -est, -ful -ness) Suffix 'ly' with root words ending in 'le' or 'ic' Year 2 apostrophes for contractions Rare GPCs 'l' sound Words from statutory spelling list. Vowel digraphs from Y1 and Y2</p>			

	<p>'igh' sound spelt 'y' Proofreading 'g' sound spelt 'gue' and 'k' sound spelt '-que' Words from statutory spelling list.</p> <p>Vocabulary, Grammar and Punctuation Punctuation: Word Level: Use fo the forms <i>a</i> and <i>an</i> according to whether a word begins with a vowel or a consonant. Sentence Level: Introduction to paragraphs as a way to group related text. Expressing time, place and cause using conjunctions, prepositions and adverbs.</p>		<p>Homophones Words from statutory spelling list. Words with 'k' sound spelt 'ch'</p> <p>Vocabulary, Grammar and Punctuation Word Level: Formation of nouns using a range of prefixes (<i>Super- auto-</i>) Punctuation: Introduction to inverted commas to punctuate direct speech. Sentence Level: Use of headings and subheadings to aid presentation. <u>SPaG</u> Spelling</p> <p>Vocabulary, Grammar and Punctuation</p>		<p>The 'u' sound spelt 'ou' Words from statutory spelling list. Homophones</p> <p>Vocabulary, Grammar and Punctuation Word Level: Word families based on common words, showing how words are related in form and meaning (<i>e.g. solve, solution, solver</i>). Use of present perfect form of verbs instead of simple past tense.</p>	
	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>
	<p>Number Place value Addition and Subtraction</p>	<p>Number Addition and Subtraction Multiplication and Division</p>	<p>Number Multiplication and Division Measurement -Money Statistics</p>	<p>Statistics Measurement Length and Perimeter Number -Fractions</p>	<p>Number - Fractions Measurement Time</p>	<p>Geometry Properties of shape Measurement - Mass and Capacity</p>

Science	Working Scientifically; Plants; Animals inc humans; Living things and habitats; Evolution and Inheritance; Materials; Light and Seeing.		Working Scientifically; Plants; Animals inc humans; Living things and habitats; Evolution and Inheritance (through rocks and soils); Materials; movement, forces and magnets; Earth in Space.		Working Scientifically; Plants; Animals inc humans; Living things and habitats; Evolution and Inheritance (through rocks and soils); Materials; Sound and Hearing; Electrical circuits; Earth in Space.	
Computing	Use appropriate tools (software, websites and apps) to collaborate and communicate safely online. Describe simple rules for sharing images and data safely.	Explain that the World Wide Web contains lots of web pages about different subjects that can be searched. Combine a range of text, images, animation and audio and video clips for given purposes.	Use familiar computer hardware to successfully complete a task. Show how to log light level, temperature or sound level using a program or app.	Use familiar computer hardware to successfully complete a task. Plan and enter a sequence of instructions using a robot or other device to achieve specific outcomes.	Plan and enter a sequence of instructions using a robot or other device to achieve specific outcomes. Identify and use repetitions or loops in a program sequence, predicting outcomes and noticing and correcting any mistakes.	Use appropriate tools (software, websites and apps) to collaborate and communicate safely online. Describe simple rules for sharing images and data safely.
History	Everyday lives of people from the past. Roles of tribal communities and influences on everyday life. Reliability of historical sources and artefact.	How past civilisations or lives of people in Britain developed during the Ages. Best ways to present historical accounts and information. Respond to questions about a significant historical figure. Explain the cause and effect of a significant historical event	The hierarchy and different roles in past civilisations. The significance and impact of power struggles on Britain. Explain the cause, consequence and impact of invasion and settlement in Britain.	The achievements and influence of the ancient Greeks on the wider world. How the human invention and ingenuity have changed how people live. Talk about how a significant event/ person in British history changed or influenced how people live today.	Everyday life in ancient Rome. 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Compare two periods of history. Local History Week Analyse historical information to explain how a national or international event has impacted the locality.	The achievements and influence of the ancient Romans on the wider world. Use historical terms to describe different periods of time. Viewpoints of historical materials and primary and secondary sources. Sequence dates and information from several historical periods on a timeline
Geography	Weather effects on environments. Analyse maps and describe features.	Gather evidence to answer a geographical question or enquiry. Analyse data.	Major climate zones Significant places – latitude and longitude Eight points of a compass Four-figure grid references	Physical process – earthquakes and volcanic eruptions Rocks Parts of volcano or earthquake Earth's four layers	Type and purpose – buildings, monuments, services and land. Settlement or land use in an area/region	Major cities in Europe Major counties and cities in the UK

				Significant volcanoes and plate boundaries Geographical activity – changed the landscape	Classify, compare and contrast different types of geographical feature.	
Art & Design	<p>Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.</p> <p>Nature and natural forms can be used as a starting point for creating artwork.</p> <p>Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p>	<p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p>	<p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Visual elements include colour, line, shape, form, pattern and tone.</p>	<p>An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p>The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p> <p>Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p>	<p>A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again or creating a full print then cutting away areas of the printing block before printing again.</p>	<p>Artists draw, paint or sculpt human forms in active poses.</p> <p>Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.</p>
Design & Technology	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional		

	<p>particular individuals or groups.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>		
Music	<p>Using your voice in different ways:</p> <p>Volume</p> <p>Pitch</p> <p>Dynamics</p> <p>Mood</p>	<p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and un-tuned instruments.</p>	<p>Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.</p>	<p>Improvise and compose sequences of sounds and vocals and record them using notes or pictures. Recognise and respond to invented musical notation and symbols.</p>	<p>Listen and respond to pieces of music written around the same theme. Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p>	<p>Describe the lives and music of romantic composers.</p>
Physical Education	<p>Thinking Aloud – Outdoor Adventure</p> <p>given the opportunity to develop some basic map reading skills as well as problem solve and work cooperatively during paired and team challenges.</p>	<p>Gym – Symmetrical Shapes</p> <p>taught to develop flexibility, strength, technique, control and balance through gymnastics with a focus on creating and copying shapes and body positions.</p>	<p>Dribbling to invade – Invasion</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive</p>	<p>Dance Science – Magnets</p> <p>Demonstrate force and tension dynamics</p> <p>Demonstrate connecting body parts actions</p>	<p>Striking and Exploring – Strike and Field</p> <p>be able to strike a ball with some accuracy.</p> <p>vary the speed and direction of a ball.</p>	<p>Over the Net – Net Games</p> <p>identify & describe some rules of tennis & badminton.</p> <p>consolidate the underarm serve technique.</p>

			<p>games, modified where appropriate.</p> <p>Pupils should also be taught the concept behind team invasion and how dribbling correctly can aid a team's success.</p>		<p>develop understanding of distance and power when striking.</p>	<p>explore forehand hitting.</p>
<p>Personal, Social, Health and Economic</p>	<p>How can we be a good friend?</p> <p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p>What keeps us safe?</p> <p>Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p>What are families like?</p> <p>Relationships Families; family life; caring for each other</p>	<p>What makes a community?</p> <p>Living in the wider world Community; belonging to groups; similarities and differences; respect for others</p>	<p>Why should we eat well and look after our teeth?</p> <p>Health and wellbeing Being healthy: eating well, dental care</p>	<p>Why should we keep active and sleep well?</p> <p>Health and wellbeing Being healthy: keeping active, taking rest</p>
<p>Religious Education</p>	<p>Believing and belonging Suggest reasons for obeying religious commands Suggest the value for a community following religious practices</p>	<p>Why is Christmas a winter festival? Explain why celebrations of Jesus' birth happen in winter. Explain the meaning of the Christingle.</p>	<p>What is a mosque for? Suggest a reason why any building can be used as a mosque. show understanding of the word 'sacred' in connection to the mosque.</p>	<p>Why is Easter a spring festival? Explain why celebrations of Jesus' resurrection occur in spring. Describe one symbol of new life used at the Jewish Passover festival.</p>	<p>Ramadan and Eid Explain how Ramadan and Eid demonstrate the concept of ummah</p>	<p>Why did the monks copy the Gospels by hand? Explain the purpose of the Gospels. Give two pieces of information about the Lindisfarne monastic community.</p>
<p>Languages (French) Language Angels</p> <p>To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group: Phonics</p>	<p>Listen to and enjoy short stories, nursery rhymes & songs.</p>	<p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>

lesson 1, I am learning.... Musical Instruments/Ancient Britain, Fruits or Vegetables.						
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