



Year 3

	CUSP	CUSP	White Rose	International Primary Curriculum	Bexley Scheme	Cambridge Scheme	Language Angels	P.E Pro	KAPOW! & NCCE	
	English Reading/writing	Spelling	Maths	IPC (Including Science, Geography, History, Art, and DT)	RE	PSHCE	MFL	P.E	COMPUTING	MUSIC
Autumn 1	<p><u>Texts</u> Greta and the Giants The Pebble in my Pocket</p> <p><u>Writing Overview</u> Strong Start Poetry on a Theme First person Narrative A Non-Chronological Reports A</p>	<p>Revision Block based on assessments</p> <p>KS1 common exception words.</p> <p>Adding es to nouns and verbs ending in y.</p> <p>Adding ed, ing, er and est to a root word and ending in y with a consonant before it.</p>	<p>X4</p> <p>Place Value</p> <p>Addition and Subtraction</p>	<p>Brainwaves- The Brain</p> <p>How Humans Work</p>	<p><u>Believing</u></p> <p>What do different people believe about God? Christians, Hindus and Muslims.</p>	<p>Beginning and Belonging</p>	<p>I'm Learning French</p>	<p>Fundamental Movement Skills</p> <p>Multi-Sports</p>	<p><u>E-Safety</u> What do you know? Digital 5 a day</p> <p><u>Computing</u> Programming A – Sequencing Sounds</p>	<p>Pulse - To be able to maintain a part in a piece and respond to cues</p>



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Autumn 2	<p><u>Texts</u> Leon and the Place Between 'Twas the Night Before Christmas</p> <p><u>Writing Overview</u> Formal letters to complain Dialogue through narrative (historical stories) Performance poetry (including poetry from other cultures)</p>	<p>Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it</p> <p>Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel.</p> <p>Homophones and near homophones</p> <p>The suffixes – ment, -ness, -ful, -less and -ly</p>	<p>X8</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>How Humans Work</p> <p>Bright Sparks</p>	<p><u>Believing</u></p> <p>Why is the Bible so important for Christians today?</p>	<p>My Emotions</p>	<p>Animals</p>	<p>World Sports</p> <p>Multi-Skills</p>	<p><u>E-Safety</u> Beliefs, opinions and facts on the internet</p> <p><u>Computing</u> Programming B-Events and action in programs</p>	<p>Rhythm - To add body percussion and percussion instruments into our own pieces of music</p>
Spring 1	<p><u>Texts</u> Sam Wu is not Afraid of the Dark My Shadow</p> <p><u>Writing Overview</u> Third Person Narrative Non Chronological Reports Advanced Instructional Writing</p>	<p>Revision Block based on assessments</p> <p>Contractions</p> <p>Rare GPCs</p>	<p>X3</p> <p>Multiplication and Division</p> <p>Length and Perimeter</p>	<p>Shake It Learning Effectively Online</p>	<p><u>Expressing</u></p> <p>Why do people pray? Christians, Hindus and Muslims.</p>	<p>Rights Rules and Responsibilities</p>	<p>Instruments</p>	<p>Gymnastics</p> <p>Functional Fitness</p>	<p><u>E-Safety</u> When being online makes me upset</p> <p><u>Computing</u> Network Systems</p>	<p>Pitch - To understand "motif" and demonstrate this using percussion instruments</p>



Burnt Oak Junior School Long Term Curriculum Plan 2023-2024



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Spring 2	<p><u>Texts</u> Operation Gadgetman</p> <p><u>Writing</u> <u>Overview</u> Advanced Instructional Writing First person narrative descriptions Performance poetry (including poetry from other cultures)</p>	<p>Words ending in -tion</p> <p>Year 3-4 statutory word list</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>X6</p> <p>Fractions</p> <p>Mass and Capacity</p>	<p>Island Life</p>	<p><u>Expressing</u></p> <p>Why are festivals important to religious communities? Christians, Hindus and Muslims.</p>	<p>Working Together</p>	<p>I am able</p>	<p>Invasion Games</p> <p>Dance – Street Dance</p>	<p><u>E-Safety</u> Sharing of information</p> <p><u>Computing</u> Data and Information – Branching Databases</p>	<p>20th Century Music - To appreciate an array of genres and identify them</p>
Summer 1	<p><u>Texts</u> The Dancing Bear</p> <p><u>Writing</u> <u>Overview</u> Third person narrative (animal stories) Formal letters to complain</p>	<p>The/l/ sound spelt y elsewhere at the start of words</p> <p>Homophones</p> <p>Prefixes –un, (revisited), -dis, mis-, in-, il-, im- , ir-</p>	<p>X12</p> <p>Fractions</p> <p>Money</p> <p>Time</p>	<p>Travel and Tourism</p>	<p><u>Expressing</u></p> <p>Why are festivals important to religious communities? Christians, Hindus and Muslims</p>	<p>Safety Contexts</p>	<p>Ice Creams</p>	<p>OAA</p> <p>Multi-Sports</p> <p>Swimming</p>	<p><u>E-Safety</u> Rules of Social Media platforms</p> <p><u>Computing</u> Creating Media- Desktop Publishing</p>	<p>Voice - To create a graphic score to a familiar melody</p>
Summer 2	<p><u>Texts</u> The Magician's Nephew</p> <p><u>Writing</u> <u>Overview</u> Dialogue through narrative (historical stories) Poetry on a theme (emotions)</p>	<p>The suffix -ation</p> <p>The suffix –ly</p> <p>The/^/ sound spelt ou</p>	<p>Recap times tables</p> <p>Time</p> <p>Shape</p> <p>Statistics</p>	<p>Scavengers and Settlers</p>	<p><u>Living</u></p> <p>What does it mean to be a Christian in Britain today?</p>	<p>Managing Risks</p> <p>Sex and relationship Education</p>	<p>Fruits/Vegetabl es</p>	<p>Athletics</p> <p>Striking and Fielding</p> <p>Swimming</p>	<p><u>E-Safety</u> Revision</p> <p><u>Computing</u> Creating Media – Stop Frame Animation</p>	<p>Music Sequencing - To use music sequencing software to create a piece of music in a given form</p>

