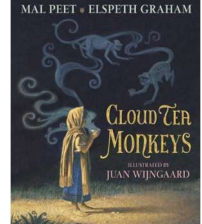

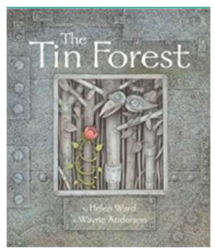
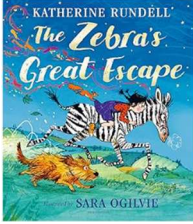
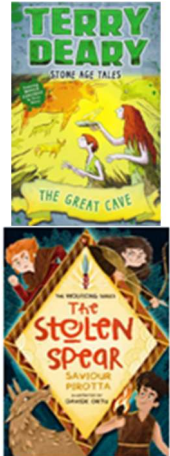
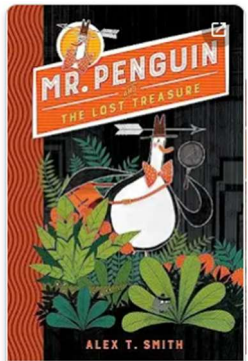
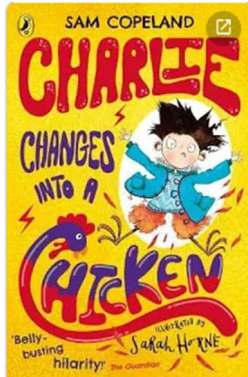
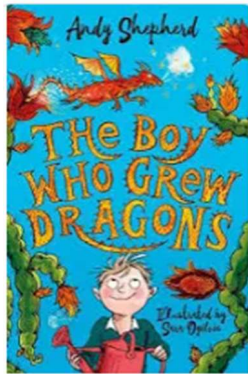
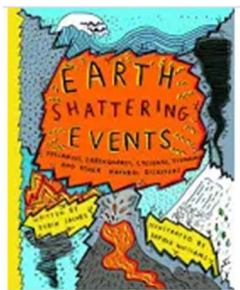



# Year 3 Juniper Class – Long Term Plan 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Stone Age	Mystery to Discovery	Overcoming Adversity	Fantasy worlds	Growing together	Confidence and Caution Prejudice
Writing	 <p>Spider and the Fly Sentence structure Persuasive letter writing</p>  <p>The First Drawing Diary Entries Character descriptions, diaries, recounts</p>  <p>Skara Brae Non-chronological report (group)</p>	 <p>Harris Burdick Setting and Character descriptions short first person narrative, dialogue, speech, action scene</p>  <p>Nen and the Lonely Fisherman Own version narrative Lonely hearts advert character description, diary entries, message in a bottle</p>	 <p>Cloud Tea Monkeys Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p>  <p>Small in the City Extended narrative from an alternative point of view Setting description, poem, diary entry, dialogue, letter of advice, lost poster</p>	 <p>The Barnabus Project Brochures Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue</p>  <p>Leon and the Place Between Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/ diaries, dialogue</p>	 <p>The Last Garden Own version extended narrative Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue</p>  <p>The Tin Forest Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p>	 <p>The Zebra's Great Escape The Zebra's Great Escape Own version 'great escape' adventure narrative (then) Detective notes, wanted poster, letter, action scene, poetry, dialogue</p>  <p>Jim, A Cautionary Tale To write narrative poems, warning tannoy announcements and alternative endings.</p>

<p><b>Reading</b></p>	<p>The Great Cave The Stolen Spear</p> 	<p>Mr Penguin and the lost treasure</p> 	<p>Charlie Changes into a Chicken</p> 	<p>Boy who Grew Dragons</p> 	<p>Earth Shattering Events</p> 	<p>Iron man</p> 
<p><b>Reading</b></p>	<p><b>Reading taught across the year</b></p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Comprehension:</b></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>					

	<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>					
<b>Grammar</b>	<p>W1 Formation of nouns using a range of prefixes T1 Introduction to paragraphs as a way to group related material</p>	<p>T2 Headings and subheadings to aid presentation P1 Introduction to inverted commas to punctuate direct speech</p>	<p>W2 Use of form a or an according to whether the next word begins with a consonant or a vowel</p>	<p>S1 Expressing time, place and cause using conjunctions</p>	<p>W3 Word families based on common words, showing how words are related in form and meaning</p>	<p>T3 Use of the present perfect form of verbs, instead of the simple past</p>
<b>Spelling</b>	<ol style="list-style-type: none"> <li>1. The /ow/ sound spelled 'ou.'</li> <li>2. The /u/ sound spelled 'ou.'</li> <li>3. Spelling Rule: The /i/ sound spelled with a 'y.'</li> <li>4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</li> <li>5. Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the prefix 're' 're-' means 'again' or 'back.'</li> <li>2. The prefix 'dis-' which has a negative meaning.</li> <li>3. The prefix 'mis-' another prefix with negative meanings.</li> <li>4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</li> <li>5. Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>6. Challenge words</li> </ol>	<ol style="list-style-type: none"> <li>1. The long vowel /a/ sound spelled 'ai'</li> <li>2. The long /a/ vowel sound spelled 'ei.'</li> <li>3. The long /a/ vowel sound spelled 'ey.'</li> <li>4. Adding the suffix – ly. Adding the –ly suffix to an adjective turns it into an adverb.</li> <li>5. Homophones – words which have the same pronunciation but different meanings and/or spellings.</li> <li>6. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>1. The /l/ sound spelled '-al' at the end of words.</li> <li>2. The /l/ sound spelled '-le' at the end of words.</li> <li>3. Adding the suffix '–ly' when the root word ends in</li> <li>4. '-le' then the '-le' is changed to '-ly.'</li> <li>5. Adding the suffix '–ally' which is used instead of '-ly' when the root word ends in '-ic.'</li> <li>6. Adding the suffix – ly.</li> <li>7. Words which do not follow the rules.</li> <li>8. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words ending in '-er' when the root word ends in (t)ch.</li> <li>2. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</li> <li>3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'</li> <li>4. These words are French in origin.</li> <li>5. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</li> <li>6. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</li> <li>7. Challenge Words</li> </ol>	<ol style="list-style-type: none"> <li>1. The suffix '–sion' pronounced /ʒən/</li> <li>2. Revision – spelling rules we have learned</li> </ol>

	6. Challenge words 7. Challenge words					
<b>PSHE</b>	Well-Being	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being Transition
<b>Maths</b>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time Shape Statistics
<b>RE</b>	Understanding Christianity – <i>What kind of world did Jesus want?</i>	Understanding Christianity - People of God - <i>What is it like to follow God?</i>	Sikhism <i>How does the teaching of the gurus move Sikhs from dark to light?</i>	Salvation: <i>Why do Christians call the day Jesus died ‘Good Friday’?</i>	Understanding Christianity: <i>When Jesus left, what was the impact of Pentecost?</i>	Islam: <i>How does a Muslim show submission and obedience to Allah?</i>
<b>Geography</b>		Climate Zones		North America		South America
<b>History</b>	The Stone Age: <i>What was new about the new Stone Age?</i>		The Bronze Age and Iron Age: <i>Which was more impressive?</i>		Local History: <i>What should we preserve in our locality?</i>	
<b>Art</b>	Painting and mixed media: <i>Prehistoric painting</i>	3D Sculpture: <i>Abstract Shape</i>			Drawing: <i>Growing Artists</i>	
<b>DT</b>			Digital World: <i>Wearable technology</i>	Structures: <i>Constructing a castle</i>		Cooking and nutrition: Eating seasonally
<b>Computing</b>	Computing Systems & Networks: Networks and the Internet.  E-Safety	Programming: Scratch  E-Safety	Computing Systems & Networks: Emailing  E-Safety	Computing Systems & Networks: Journey inside of a computer.  E-Safety	Creating Media: Video trailers  E-Safety	Data Handling: Comparison card databases  E-Safety

<b>Music</b>	Ballads	Developing Singing Technique	Pentatonic melodies and composition	Performance	Traditional instruments and improvisation (India)	Jazz
<b>French</b>	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
<b>PE</b>	Tag Rugby (PS) Netball	Gymnastics (PS) Handball	Hockey (PS) Dance	Football (PS) OAA	Football (PS) Athletics	Tennis (PS) Swimming
<b>Enrichment</b>	Stone Age Day TTRS Rockstar Day Harvest Festival				Local visit for History around Clifton	Faith Tour