



# St. Mary's Catholic Primary, Blackbrook



## Long Term Plan – Year 3 – 2024/2025

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1			SUMMER 2	
RE	Creation & Covenant		Prophecy & Promise		Galilee to Jerusalem		Desert to Garden		To the ends of the Earth			Dialogue & Encounter	
ENGLISH	Seal Surfer – Recount - Letters	Poetry – The Shell	Stone Age Boy – Fiction - Historical Narrative		Winter’s Child – Fiction - Fantasy	Poetry – The Magnificent Bull	Big Blue Whale – Non-Fiction – Information leaflet		Journey – Fiction - Adventure		Poetry – I Saw a Peacock		Zeraffa Giraffa – Non-fiction - Persuasion
	The Sea Book		The Iron Man		Ice Palace		This Morning I Met a Whale		Usborne Illustrated Atlas of Britain			Egyptian Cinderella	
MATHS	Number Sense and Exploring Calculation Strategies	Place Value	Addition & Subtraction	Graphs	Multiplication & Division	Deriving Multiplication Facts	Fractions	Measures Mass, capacity & volume ongoing or fit into a topic day	Length & Perimeter	Angles & Shape	Securing Multiplication & Division Knowledge	Securing Calculation Strategies	
													Time ongoing
SCIENCE	Rocks and fossils Types of rocks, process of fossilisation, layer of		Forces Pushes and pulls, magnetic		Light Reflection, light, shadows, sun safety		Plants Planting and growing		Plants 2 Life cycle of a plant, parts of			Humans/Animals (nutrition, skeletons, and muscles)	

	the soil, investigating properties of rock and soils.	forces, faster and slower, magnetic strength	Outdoor Learning Science - Soils, composting Geography - Mapping skills, orienteering		a plant, needs of a plant	Health and nutrition, food groups, human skeleton
COMPUTING	Microsoft PowerPoint - navigate toolbar Adobe - spark videos E-Safety - Time spent online Coding skills - Code Studio		Word Processing skills E-Safety - Online Photos Modelling & Simulations		Word Processing Skills E-Safety - Fake News Modelling & Simulations	
HISTORY	Stone Age to Iron Age Times lines, stone age homes, stone age weapons, stone age dwellings, Skara Brae, Stone Henge		Ancient Egyptians Who were the ancient Egyptians, mummies, Tutankhamun, Egyptian Writing, Egyptian Gods		Kings & Queens 1066-Present Day Time lines of British Monarchy, Tudors	
GEOGRAPHY	Continents of the world (review) Introduction to Climate zones Temperate biomes		Comparison: Merseyside to Peak District Mapping skills, ordnance survey map symbols		Comparing human and physical features of the four countries of the UK (coasts and rivers) Features of a river, how rivers are formed.	
ART	Stone Age Cave Art Sketching with chalks and charcoal, natural colour palette Sculpture – Artist study Henry Moore		Colour - Egyptian Artwork Colours used in Egyptian art, proportions, and side profile		Drawing - Still Life Light and Tone, sketching and shading techniques Composition of Still Life	
DESIGN TECHNOLOGY	Structures evaluating shell structures, design for purpose, measuring with a ruler, making and evaluating a product		Textiles evaluating 2D textiles, design for purpose, basic stitch, making and evaluating a product		Food Technology tasting and nutrition, practical knife skills, cooking skills, design, make and evaluate a healthy sandwich	
MUSIC	Charanga Unit 1 Let Your Spirit Fly (RnB) RnB and other styles Listen, appraisal and performing	Charanga Unit 2 Glockenspiel skills, Learn to play and perform. Listen and appraise	Charanga Unit 3 Three Little Birds (Reggae) Reggae and animals Listen, appraisal and performing	Charanga Unit 4 Dragon Song (A pop song that tells a story) Music from around the world, celebrating our differences	Charanga Unit 5 Bringing Us Together (Disco) Disco, friendship, hope and unity Listen, appraisal and performing	Charanga Unit 6 Listen, appraisal and performing
				Listen, appraisal and performing		
	Rugby					

<b>PE</b>	Moving with the ball, passing and receiving, keeping possession. Tagging, attacking, making space, passing and moving, scoring. <b>Drama</b> Sustain a character, create movements, creating motifs, creating expression	<b>Dodgeball</b> Dodging skills, throwing, catching, direction.	<b>Drama – weather</b> Emotion, respond to stimuli, creating motifs, extended, sequences	<b>Handball</b> Moving with the ball, passing and receiving, keeping possession. Tagging, attacking, making space, passing and moving, scoring.	<b>Rounders / Cricket</b> Batting, fielding, throwing and stopping	<b>Athletics</b> stride pattern, sprinting, pacing, javelin and jumping
<b>MFL</b>	<b>A New Start</b>	<b>Autumn Calendar</b>	<b>Celebrate Epiphany</b>	<b>Likes &amp; Dislikes</b>	<b>The Hungry Giant</b>	<b>Map Explorers</b>
<b>PERSONAL DEVELOPMENT</b>	<b>Health and Wellbeing</b> To describe the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. To describe and give reasons how friendships make us feel happy and safe.		<b>Safety</b> To predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. To know to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety. To understand the difference between safe and unsafe physical contact. To describe and give reasons why friendships can break down, how they can be repaired and strengthened.		<b>Living in the Wider World</b> To understand that people get money from going to work and some other sources. I know which skills are needed to do different jobs. To show compassion for the environment, animals and other living things Composting To celebrate the joy and happiness of living in friendship with God and others.	
<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT / PATHS</b>	To know how to establish a positive classroom environment. To recognise basic emotions. To improve self-control. To use thinking skills to solve problems.		To develop the skills for healthy friendships. To recognise feelings in relationships. To manage feelings and expectations.		To manage feelings in relationships. To manage feelings related to school.	
<b>WHOLE SCHOOL THEMES</b>	I Belong All Are Welcome Black History Month	Recycling	Mission Statement Art	World Book Day	Healthy and Active	Faith in Action Project

<b>CURRICULUM ENHANCEMENT</b>	Stone Age Role Play Activities	Liverpool Museum	DT Day Adopt a Chef
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