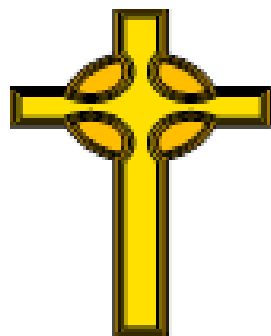


# Holy Cross Catholic Primary School



## Year 3 Long Term Plan

2025-2026

*We care, we share, we value.*

# Long Term Plan – Year 3

|                | Autumn   |  | Spring   |  | Summer  |  |
|----------------|--|--|--|--|---|--|
| <b>R.E.</b>    | <b><u>CREATION TO COVENANT</u></b><br>Revisit the first story of Creation from the book of Genesis.  | <b><u>PROPHECY AND PROMISE</u></b><br>God's vision for every family  | <b><u>GALILEE TO JERUSALEM</u></b><br>The Gospel of St Matthew   | <b><u>DESERT TO GARDEN</u></b><br>The Liturgy of the Eucharist   | <b><u>TO THE ENDS OF THE EARTH</u></b><br>How Mass today mirrors Mass celebrated by the first disciples.  | <b><u>DIALOGUE AND ENCOUNTER</u></b><br>Other faiths, non-faiths and religions.  |
| <b>PSHE</b>    | A Journey In Love – Social and Emotional<br><br>One Decision - Staying Safe (KSS)<br><br>One Decision - Leaning out of windows (KSS)<br><br>No Outsiders – To understand what discrimination means | One Decision – Medicine (KSH)<br><br>One Decision – Touch (R)<br><br>No Outsiders– To understand what a bystander is                   | JA Journey In LOve – Physical<br><br>One Decision - Body Language (R)<br><br>One Decision– Stealing (BR)<br><br>No Outsiders – To be welcoming                 | One Decision – Grief (F&E)<br><br>No Outsiders - To recognise a stereotype   | A Journey In Love – Spiritual<br><br>One Decision- Making Friends Online (CS)<br><br>One Decision- Image Sharing (CS)<br><br>No Outsiders – To recognise and help an outsider | One Decision - Looking After Our world (OW)<br><br>No Outsiders – To consider living in Britain today                                  |
| <b>English</b> | <b>The Iron Man</b> by Ted Hughes<br>Genre – Fiction: fantasy  | <b>Ice Palace</b> by Robert Swindells<br>Genre – Fiction: adventure  | <b>The Morning I Met a Whale</b> by Michael Morpurgo, <b>Why would anyone hurt a whale?</b> by The Literacy Company<br>Genre – Fiction: adventure, Information | <b>The Sea Book</b> by Charlotte Milner<br>Genre – Information   | <b>Egyptian Cinderella</b> by Shirley Climo, <b>Wonderful Things</b> by The Literacy Company<br>Genre – Recount, Fiction: historical/ traditional tale                        | <b>Usborne Illustrated Atlas of Britain and Ireland</b> by Struan Reid, <b>Up</b> (film clip, Disney)<br>Genre – Information           |
|                | <b>The Iron Man</b><br><br>Narrative: Approach Threat Narrative<br>Purpose: To narrate<br><br>Explanation: Trap Explanation<br>Purpose: To explain   | <b>Fox</b><br><br>Narrative: Fable Narrative<br>Purpose: To narrate<br><br>Information: Foxes Information Report<br>Purpose: To inform | <b>Rhythm of the Rain</b><br><br>Narrative: Setting Narrative<br>Purpose: To narrate<br><br>Recount: River Information Leaflet<br>Purpose: To inform           | <b>The Visible Sounds</b><br><br>Narrative: Return Narrative<br>Purpose: To narrate<br><br>Information: Letters<br>Purpose: To recount | <b>Egyptology</b><br><br>Narrative: Egyptian Mystery Narrative<br>Purpose: To narrate<br><br>Information: Secret Diary<br>Purpose: To recount                                 | <b>Into The Forest</b><br><br>Narrative: Lost Narrative<br>Purpose: To narrate<br><br>Recount: Newspaper Report<br>Purpose: To recount |

|   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
| <b>Extended Writing through foundation subjects</b> | <b>Diary of a stone age boy/girl showing knowledge of Stone Age life (H)</b> | <b>Information booklet – The Rainforest (G)</b>                     | <b>Narrative- River Journey (G)</b>                             | <b>Biography: Marie Curie (S)</b>        | <b>Descriptive postcard from Egypt (H)</b>             | <b>Playscript- Earthquake(G)</b>            |
| <b>Maths</b>  | <b>Place value<br/>Addition &amp; subtraction</b>                            | <b>Addition &amp; subtraction<br/>Multiplication &amp; division</b> | <b>Multiplication &amp; division<br/>Length &amp; perimeter</b> | <b>Fractions<br/>Mass &amp; capacity</b> | <b>Fractions<br/>Money<br/>Time</b>                    | <b>Shape<br/>Statistics</b>                 |
| <b>Science</b>                                      | <b>Rocks</b>   | <b>Plants</b>   | <b>Plants</b>   | <b>Animals Including humans</b>          | <b>Light</b>   | <b>Forces &amp; Magnets</b>                 |
|   | <b>Working Scientifically will be covered in every topic.</b>                |   |   |  |  |   |
| <b>PE</b>   | <b>Dodgeball<br/>Football</b>  | <b>Gymnastics<br/>Circuits</b>                                      | <b>Netball<br/>Athletics</b>                                    | <b>Handball<br/>Hockey</b>               | <b>Athletics- Sports Day<br/>Prep<br/>Cricket</b>      | <b>Net &amp; Racket Sports<br/>Rounders</b> |
| <b>Geography</b>                                    |  | <b>South America<br/>The Amazon Rainforest</b>                      | <b>Rivers</b>   |  |  | <b>Earthquakes and<br/>Volcanoes</b>        |
| <b>History</b>                                      | <b>The Stone Age, Bronze Age and Iron Age</b>                                |   |   | <b>Roman Britain</b>                     | <b>Ancient Egypt</b>                                   |   |
| <b>Art</b>  | <b>Drawing<br/>Fossils<br/>Artist: Edgar Degas</b>                           |   |   | <b>Printing<br/>Adinkra Printing</b>     | <b>Sculpture<br/>Down Our Street<br/>Artist: Gaudi</b> |   |

|                                    |   |   |  |   |   |  |
|------------------------------------|---|---|--|---|---|--|
| D&T                                |   | TEXTILES<br>2D shape to 3D product<br>Sewing to join shapes to create a 3d shape.   | FOOD & NUTRITION:<br>Healthy, Varied Diet<br>Mediterranean salad using cheese/egg/fish Or Mini frittatas |   |   | MECHANICAL SYSTEMS:<br>Levers & Linkages<br>E.g. poster/ information book connected to Science |
| Computing                          | Online Safety<br><a href="#">Online Safety Y3</a>   | Computer Systems & Networks<br><a href="#">Networks</a>   | Computer Systems & Networks<br><a href="#">Journey Inside a Computer</a>                                 | Creating Media<br><a href="#">Video Trailers</a>                        | Programming<br><a href="#">Programming</a><br><a href="#">Option 1: *New* Scratch</a> |  |
|                                    | In addition to the first unit, online safety to be revisited within each topic, as part of Safer Internet Day in Spring I and in PSHE topics in Summer I. |   |  |   |   |  |
| Music                              | Writing Music Down  | Playing in a Band   | Compose Using Your Imagination   | More Musical Styles   | Enjoying Improvisation  | Opening Night  |
| MFL                                | Name, age, feelings, where you live<br>Numbers 1 – 10 (in and out of sequence, add)<br>Body parts colours   | Objects in pencil case<br>Classroom instructions (basic)<br>Numbers 1 – 20 (in and out of sequence, number bonds to 20)<br>More colours – linked to Christmas | Days and months 1 – 10 (R/W) 1 - 31 [odd and even]<br>Birthday   | Animals Descriptions (agreement)<br>Dear zoo story 1 – 39 [count in 2s] | Sports and opinions 1 - 39 [random order/ backwards]                                  | Fruits + opinions<br>Handa's surprise story 1 – 39 [calculations, halving/ doubling]           |
| Enrichment                         |   |   |  |   |   |  |
| <u>Autumn I</u>                    | <u>Autumn II</u>  | <u>Spring I</u>   | <u>Spring II</u>   | <u>Summer I</u>   | <u>Summer II</u>  |  |
| Black History Month                | Remembrance Day   | Chinese New Year  | Women's History Month  | World Art Day   | World Environment Day   |  |
| International Day of Democracy     | Anti-Bullying Week  | Children's Mental Health Week   | World Book Day   | National Walking Day  | Refugee Week  |  |
| National Hate Crime Awareness Week | Road safety week  | Safer Internet Day  | British Science Week   |   |   |  |
|                                    | Red Wednesday   | International Language Day  | Neurodiversity Day   |   |   |  |
|                                    | Christmas performance   |   |  |   |   |  |

