**Highlands Primary School**

**Long Term Plan 2024/25**

**Year 3**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **English** | Narrative | Diary Entry  Poetry – Shape Poems | Iron Man  Letter | Speech/  Monologue  World Literature | | Narrative | | Non-Chronological Report linked to Geography Topic |
| **Key Text** | The Tear Thief | The Hodgeheg | The Iron Man | The Proudest Blue | | Dinosaur Trouble | | The Pebble in My Pocket |
| **Reciprocal Reading** | The Stone Lion | Sulwe | The Sad Book | The Oak Tree | | The Kindest Red | | The Day The Crayons Quit/The Day The Crayons Came Back |
| **Maths** | [Year 2 ready to progress NPV & NF](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Number: Place Value](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3 ready to progress NPV](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Year 2 ready to progress AS](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Number: Addition and Subtraction](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3 ready to progress NF-1](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Year 3 ready to progress AS](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Year 2 ready to progress MD](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Number: Multiplication and Division](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3ready to progress NF-2](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Year 3ready to progress NF-3](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Year 3 ready to progress MD](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/) | | [Number: Multiplication and Division](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3 ready to progress NF](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Measurement: Length & Perimeter](https://whiterosemaths.com/resources?year=year-3-new)  [Number: Fractions](https://whiterosemaths.com/resources?year=year-3-new)  [Measurement: Mass and capacity](https://whiterosemaths.com/resources?year=year-3-new) | | | [Number: Fractions](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3 ready to progress F](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Measurement: Money](https://whiterosemaths.com/resources?year=year-3-new)  [Measurement: Time](https://whiterosemaths.com/resources?year=year-3-new)  [Year 2 ready to progress G](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Geometry: Shape](https://whiterosemaths.com/resources?year=year-3-new)  [Year 3 ready to progress G](https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/)  [Statistics](https://whiterosemaths.com/resources?year=year-3-new) | | |
| **Science** | Animals including Humans | Light and Shadows | Forces and Magnets | | | Plants | | Rocks |
| **PE** | Swimming/Introduction to PE Theory and Fitness | Swimming/Gymnastics | Swimming/Dance | | Swimming/Net and Wall Games | Swimming/Athletics | | Swimming/Striking and Fielding Games |
| **Computing** | Unit 3.1 Coding | Unit 3.2 Online Safety  Unit 3.3 Spreadsheets | Unit 3.4 Touch Typing | Unit 3.5 Email (including e-safety) | | Unit 3.6 Branching Databases | | Unit 3.7 Simulations |
| **RE** | What do religions teach about the natural world and why we should care about it?  What does it mean to be a Hindu (first half). | | Why is Jesus important to Christians?  Why do religious people celebrate? | | | What does it mean to be a Hindu? (Second half)  How do people express their faith through the arts? | | |
| **French** | French Greetings with Puppets | French adjectives of colour, size and shape | French playground games – numbers and age | In a French classroom | | French Transport | A circle of life in French | |
| **Art** |  | **Drawing**  Developing an understanding of shading and drawing techniques to create botanical inspired drawings. |  | **Painting and mixed media** Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. | |  | | **Sculpture and 3D**  (Awaiting content |
| **DT** | Appealing Textile design (Make a simple purse/pouch)  **Textiles:**  **cushions-cross stitch and applique** |  | Building Sturdy 3D structures  (Make a box or packaging for sandwich)  **Structures:**  **constructing a castle** |  | | DT- Cooking & Nutrition  (Make a pasta salad)  **Cooking & Nutrition:**  **eating seasonally** | |  |
| **Music** | Violins | | | | | | | |
| **Geography** | Our World – Locational Knowledge, locate the world’s countries, identify longitude, latitude etc |  |  | Types of Settlement – Human geography, types of settlements and land use | |  | | Earthquakes and Volcanoes – physical geography |
| **History** |  | The Stone Age – Changes in Britain from Stone Age to Iron Age | The Bronze Age and Iron Age - Changes in Britain from Stone Age to Iron Age |  | | Leisure and Entertainment in London – A study of a theme which extends pupils’ knowledge beyond 1066, A local history study | |  |
| **RHE** | Families and People who care for me  Caring friendships  Economic Wellbeing – Understanding different ways of using money. | Healthy Eating  Health and Prevention  Mental wellbeing | Respectful relationships  Mental wellbeing | Respectful relationships | | Mental wellbeing  Respectful relationships  Being safe | | Online relationships  Internet safety and Harm  Being safe |
| **Contextual Safeguarding**   * **Physical health and fitness including oral health.** * **Emotional and mental health** * **Peer on peer bullying and friendships** * **Irregular attendance** * **Online safety** * **County lines, radicalisation, drugs and alcohol.**   **Year group specific – bereavement and transition** | **Importance of attending school**  **ELSA, circle times, worry boxes, feeling charting, thinking questions, trips, exercise, wellbeing sessions, trips to Wanstead park, tackling stereotypes and teaching the children about the world- ensuring values are outlined and antiracist curriculum supports children.**  **Anti-bullying week, inclusion week, disability awareness days, circle times, class charters, antiracist curriculum and challenging stereotypes.**  **Online safety – recap of all prior knowledge focus on ensuring children have the base of knowledge.**  **Fitness sessions, PE sessions, swimming and external club opportunities, keeping clean and washing hands recap.**  **Staying healthy during the Winter – general reminders about health and strategies such as catch it, bin it, kill it.**  **Flu jabs** | | **Importance of attending school**  **Mental Health week – managing feelings and emotions.**  **Online safety – Keeping safe online, communicating safely online**  **Keeping healthy mentally and physically.**  **Being part of the local community – hobbies, physical exercise. Safely spending time outdoors (stranger danger recap)**  **Bereavements – Mother’s Day** | | | **Importance of attending school**  **Online safety – how will we keep ourselves safe online**  **Re-visit anti-bullying week, strategies, rules and what they should do if they think someone is being bullied.**  **Making new friends.**  **Peer pressure and temptations – wrong choices, drugs, alcohol.**  **Bereavements – Father’s Day** | | |
| **Trips** |  | V&A | Temple | Celtic Harmony | | Queen Elizabeth Olympic Park | | Natural History Museum |