

The Good Shepherd  
Catholic Primary School



Long Term Planning

Year 3

2024 - 2025

Autumn 2023	Spring 2024	Summer 2024
<b>RE</b> <ul style="list-style-type: none"> <li>Class Saints – Saint Clare</li> <li>Domestic Church - Homes</li> <li>Baptism/Confirmation – Promises</li> <li>Advent/Christmas – Visitors</li> </ul> Judaism – The Synagogue	<b>RE</b> <ul style="list-style-type: none"> <li>Local Church – Journeys</li> <li>Eucharist – Listening and Sharing</li> <li>Lent – Giving all</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>Pentecost – Energy</li> <li>Reconciliation – Choices</li> </ul> Universal Church – Special Places
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li><b>Greta and the Giants</b> Block 1</li> <li><b>Pebble in my Pocket</b> Blocks 2,3</li> <li><b>Leon and the Place Between</b> Blocks 4,5</li> <li><b>'Twas the Night before Christmas Anon</b> Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>Sam Wu is Not Afraid of the Dark</b> Blocks 7, 8, 9</li> <li><b>Operation Gadgetman</b> (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Dancing Bear</b> Blocks 13, 14, 15</li> <li><b>The Magician's Nephew</b> Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Dialogue through narrative (historical stories) A</li> <li>Performance poetry (including poetry from other cultures) A</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>First person narrative descriptions B</li> <li>Performance poetry (including poetry from other cultures) B (Enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Poetry on a theme (emotions) B (Enrichment)</li> <li>Advanced instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Adding and subtracting across 10 Numbers to 1000</li> <li>Right angles</li> <li>Manipulating the additive relationship and securing mental calculation.</li> </ul>	<ul style="list-style-type: none"> <li>Column addition</li> <li>2, 4, 8 Times tables</li> <li>Column subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Parallel and perpendicular sides in polygons</li> <li>Time</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Plants continued...</li> <li>Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles and collage Block C</li> <li>3D Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Computing systems and networks</li> <li>Stop frame animation</li> </ul>	<ul style="list-style-type: none"> <li>Programming A</li> <li>Data and information</li> </ul>	<ul style="list-style-type: none"> <li>Creating digital media</li> <li>Programming B</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Textiles Block A</li> <li>Food and Nutrition Block B <i>Science – Animals including humans</i></li> </ul>	<ul style="list-style-type: none"> <li>Mechanisms Block C <i>Science – Forces and magnets</i> <i>Writing – Advanced instructional writing A</i></li> <li>Food and Nutrition Block D <i>Science – Animals including humans</i></li> </ul>	<ul style="list-style-type: none"> <li>Systems Block E</li> <li>Structures Block F</li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Fieldwork – human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>UK Study</li> </ul>	<ul style="list-style-type: none"> <li>Revisit human and physical features</li> <li>OS maps and scale</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age – Iron Age</li> <li>Rome and the impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Rome and the impact on Britain</li> </ul>
<b>CUSP Music - mastering the glockenspiel</b> <b>Singing</b> <ul style="list-style-type: none"> <li>Singing focus: Introducing texture Block A</li> <li>Sing parts in an ensemble (e.g. rounds) Block A</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm Block B</li> <li>Recognise beats in a bar (time signatures/metre) Block B</li> </ul>	<b>Music Singing</b> <ul style="list-style-type: none"> <li>Singing focus: The history of singing Block C</li> <li>Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>	<b>Music Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Composition Block E</li> <li>Compose in pairs Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Performance focus: Introducing timbre Block F</li> <li>Perform as an ensemble (range of instruments) Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (Following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (Asking to play)</li> <li>Eating together</li> </ul>
<b>PE</b> Learning focus <ul style="list-style-type: none"> <li>Personal</li> </ul>	<b>PE</b> Learning focus <ul style="list-style-type: none"> <li>Cognitive</li> </ul>	<b>PE</b> Learning focus <ul style="list-style-type: none"> <li>Physical</li> </ul>

<ul style="list-style-type: none"> <li>• Social</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Coordination - footwork</li> <li>• Static Balance – One leg</li> <li>• Dynamic balance to agility – jumping and landing</li> <li>• Static balance - seated</li> </ul>	<ul style="list-style-type: none"> <li>• Creative</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Dynamic balance – on a line</li> <li>• Static Balance – Stance</li> <li>• Coordination – ball skills</li> <li>• Counter balance - with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Health and fitness</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Coordination – sending and receiving</li> <li>• Agility – reaction/response</li> <li>• Agility – Ball chasing</li> <li>• Static balance – floor work</li> </ul> <p>Sports day events – sprint, tug of war, howler, relay, obstacle course, hop, skip, jump</p>
<p>PSHE</p> <ul style="list-style-type: none"> <li>• Intro Get Heartsmart</li> </ul> <p>Don't forget to let love in!</p>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• Too much Selfie isn't healthy!</li> </ul> <p>Don't hold onto what's wrong!</p>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• Fake is a mistake!</li> </ul> <p>No way through isn't true!</p>