

## St Richard's RC Primary School Long-Term Plan for Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Religious Education</b> <a href="#">Progression of Skills</a>	<a href="#">Homes</a> <a href="#">Promises</a> <a href="#">Visitors</a>		<a href="#">Giving All</a> <a href="#">Journeys</a> <a href="#">Listening &amp; Sharing</a>		<a href="#">Choices</a> <a href="#">Energy</a> <a href="#">Special Places</a>	
<b>English (Spoken Language)</b> <a href="#">Progression of Skills in Spoken Language</a>	<a href="#">Performance Poetry Nursery to Year 6 Booklet</a>					
<b>English (Reading)</b> <a href="#">Progression of Skills</a>	<p>From Nursery to Year 6, we want St Richard's to be a place where children are read to, enjoy listening to high quality literature and share their enjoyment of stories through discussion and writing. Our reading spines are one element in our teaching of reading.</p> <p>Our reading spines are a core bank of texts which create links between reading, writing, spoken language (speaking and listening) and Foundation Subject Learning Journeys. How they work:</p> <p>Each year group from Nursery to Year 6 has its own reading spine divided into five strands:</p> <ul style="list-style-type: none"> <li>• Whole class reader / story time books</li> <li>• Author Study</li> <li>• Key texts which link to class writing tasks</li> <li>• Performance Poetry</li> <li>• Key texts linked to Foundation Subject Learning Journeys</li> </ul> <p style="text-align: center;"><a href="#">Year 3 Reading Spine</a></p>					
<b>English (Writing)</b> <a href="#">Progression of Writing Skills</a> <a href="#">Context, Genre Features and Grammar Features plan</a>	<a href="#">Narrative – Familiar Settings</a>  <a href="#">Instructions</a>	<a href="#">Myths and Legends</a>  Recount	<a href="#">Narrative – Fairy Tales</a>  <a href="#">Explanation</a>	<a href="#">Narrative – Familiar Settings</a>  <a href="#">Instructions</a>	<a href="#">Myths and Legends</a>  Recount	<a href="#">Narrative – Fairy Tales</a>  <a href="#">Explanation</a>
<b>Mathematics</b>	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Money	Time Shape Statistics

<a href="#">Objectives for the year</a>						
<b>Science</b> <a href="#">Progression of Skills</a>	<a href="#">Humans and Animals Part 1</a>	<a href="#">Rocks</a>	<a href="#">Humans and Animals Part 2</a>	<a href="#">Plants</a>	<a href="#">Forces</a>	<a href="#">Light</a>
<b>Computing</b> <a href="#">Progression of Skills</a>	<a href="#">Computer Science Programming: Scratch Jr</a> <a href="#">Internet/Computer Networks What is the WWW?</a>	<a href="#">Information Technology Stop/Go Animation: I Can Animate</a> <a href="#">Online Safety What is an avatar?</a>	<a href="#">Computer Science Programming: Scratch 2</a> <a href="#">Internet/Computer Networks How do I make effective searches?</a>	<a href="#">Information Technology Creating Comics: MS Publisher</a> <a href="#">Online Safety Do we need passwords?</a>	<a href="#">Computer Science Programming/Robotic: Spheros</a> <a href="#">Internet/Computer Networks How do I save Information?</a>	<a href="#">Information Technology Introduction to Spreadsheets</a> <a href="#">Online Safety How should we respect each other?</a>
<b>History</b> <a href="#">Progression of Skills</a>	<a href="#">Stone Age</a>		<a href="#">Bronze Age and Iron Age</a>		<a href="#">Local History Study - The Industrial Revolution in Manchester</a>	
<b>Geography</b> <a href="#">Progression of Skills</a>		<a href="#">Earthquakes and Volcanoes</a>		<a href="#">Settlements and Land Use</a>		<a href="#">Cities and Counties in the UK</a>
<b>Music</b>	<a href="#">Musical Elements</a>	<a href="#">Instruments and their families</a>	<a href="#">Music and Art</a>	<a href="#">Africa</a>	<a href="#">The Amazon</a>	<a href="#">Outdoors and Music</a>
<b>Art and design</b> <a href="#">Progression of Skills</a>	<a href="#">Drawing, Painting and Sculpture 'Obliteration Room' Yayoi Kusama</a>			<a href="#">Clay Sculpture: Industrialised Manchester (LS Lowry and Harry Rutherford)</a>		
<b>Design Technology</b>			<a href="#">Oat Bars</a>	<a href="#">Leavers and Linkages - Making a moving picture</a>		<a href="#">Structures - Shells</a>
<b>PE</b> <a href="#">Skills and Knowledge Progression Ladder</a>	<a href="#">Gymnastics</a> <a href="#">Football</a>	<a href="#">Dance</a> <a href="#">Hockey</a>	<a href="#">Yoga</a> <a href="#">Basketball</a>	<a href="#">Gymnastics</a> <a href="#">Cricket</a>	<a href="#">Dance</a> <a href="#">Tennis</a>	<a href="#">Yoga</a> <a href="#">Athletics</a>

<p>Languages</p>	<p><a href="#">What are you like?</a></p>		<p><a href="#">Ma famille</a></p>		<p><a href="#">Dates</a></p>	
<p>PSHE</p>	<p>Our Class Respect Rules</p>	<p>Similarities and difference between people and communities. Climate Change</p>	<p>Setting Goals. Family Life What is a citizen?</p>	<p>Being part of a school community Citizenship and the wider world</p>	<p>Healthy choices and habits Inspirational People</p>	<p>How can I make a difference? Let's go shopping!</p>
<p>Relationships Education</p> <p><a href="#">Progression of Skills</a></p>	<p><a href="#">Get Up!</a></p>	<p><a href="#">Jesus. My Friend</a></p>	<p><a href="#">Friends, Family and Others. When Things Feel Bad.</a></p>	<p><a href="#">Sharing Online. Chatting Online.</a></p>	<p><a href="#">Safe in My Body? Drugs, Alcohol and Tobacco. First Aid Heroes.</a></p>	<p><a href="#">A Community of Love. What is the Church? How Do I Love Others?</a></p>