

## Year 3 Long Term Plan – 2025/2026

	Autumn Term		Spring Term		Summer Term	
Weeks	7 weeks 4 days	7 weeks	6 weeks	6 weeks	5 weeks 2 days	7 weeks 1 day
Topic Title	Wonderful Water	Monster Academy	Ancient Egyptians		Romans	
English (text)	Leon and place between Imaginative text  <b>Poetry</b> <b>Fiction</b> <b>Non fiction</b>	Stone Age Boy Historical fiction  <b>Hot Write:</b> Setting description	The King who Banned the Dark  <b>Hot Write: Alternative</b> Story narrative	The Green Ship  <b>Hot write:</b> Character description	KrindleKrax  <b>Hot write:</b> Letter	One Plastic Bag  <b>Hot Write:</b> Newspaper Report
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction	<b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and division	<b>Number:</b> Multiplication and division <b>Measurement:</b> length and perimeter	<b>Number:</b> Fractions <b>Measurement:</b> mass and capacity	<b>Number:</b> Fractions <b>Measurement:</b> Money <b>Measurement:</b> Time	<b>Measurement:</b> Time <b>Geometry:</b> Shape <b>Statistics</b>
History			*I can place events, artefacts and historical figure on a timeline using dates. *With support, I can use BCE and CE. *I can suggest suitable sources of evidence for historical enquiries. *I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *I can suggest causes and consequences of some of the main events within Ancient Egypt. *I can begin to explain the concept of change over a long period of history. *I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt. *I can suggest suitable sources of evidence for historical enquiries. *I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.		*I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). *I can suggest more than one suitable source for historical enquiry. *I can begin to discuss the reliability of sources. *I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. *I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. *I can describe the social, ethnic, cultural and religious diversity of the past. *I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). *I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).	
Geography	*To identify longest rivers in the world  *To understand the water cycle and accurately use key terminology to describe its process		*Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  *On a world map, locate areas of similar environment regions, either desert, rainforest or temperate regions  *To identify largest deserts		*To describe key aspects of human geography including trade links in the Pre-roman and Roman era Key human features – types of settlement, land use  *To locate the countries that make up Europe (including the location of Russia)  *Identify the major cities of key European countries	

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	Key physical features - rivers and water cycle, transpiration *To name and locate counties and cities of UK identifying rivers and land use					
<b>Science</b>	<b>Materials</b> *Compare and group materials together, according to whether they are solids, liquids or gases. *Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). *Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Electricity</b> *Identify common appliances that run on electricity. *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. *Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. *Recognise some common conductors and insulators, and associate metals with being good conductors.	<b>Animals including humans</b> *Describe the simple functions of the basic parts of the digestive system in humans. *Identify the different types of teeth in humans and their simple functions. *Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Living things and their habitats</b> *Recognise that living things can be grouped in a variety of ways. *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. *Recognise that environments can change and that this can sometimes pose dangers to living things.	<b>Sound</b> *Identify how sounds are made, associating some of them with something vibrating. *Recognise that vibrations from sounds travel through a medium to the ear. *Find patterns between the pitch of a sound and features of the object that produced it. *Find patterns between the volume of a sound and the strength of the vibrations that produced it. *Recognise that sounds get fainter as the distance from the sound source increases.	
<b>RE</b>	How do creation stories help people understand the world?		How does the bible help Christians to live a good life?	How are the stories of holy week important to Christians?	Why do people follow inspirational leaders?	
<b>PSHE</b>	<b>Me and my relationships</b> + Zones Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with;	<b>Valuing differences</b> + Zones Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community';	<b>Keeping safe</b> + Zones Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations;	<b>Rights and respect</b> + Zones Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	<b>Growing and changing</b> + Zones Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow	<b>Being my best</b> + Zones Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;

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	<p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Identify qualities of friendship; Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p> <p>Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practise explaining the thinking behind their ideas and opinions.</p> <p>Explain what a dare is; Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p>	<p>Define what a volunteer is; Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <p>Define what is meant by the environment;</p> <p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p>	<p>someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Suggest medical and non-medical ways of treating an illness.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different view points;</p> <p>Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p>
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					<p>Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	
Music	Bamboo Tamboo	<p>Glockenspiel Stage 2</p> <p>Learning basic instrumental skills by playing tunes in varying styles.</p> <p>Introduction to the language of music, theory and composition.</p>	Stop! Composition, Bullying.	Lean On Me Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	Blackbird	<p>Reflect, Rewind and Replay Western Classical Music.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
DT		<p>Simple circuits &amp; switches</p> <p>*Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</p>	<p>Healthy &amp; varied diet</p> <p>Pasta Salad</p> <p>*Prepare ingredients hygienically using appropriate utensils</p> <p>*Continue to develop bridge hold, claw grip, spreading, grating skills safely and hygienically.</p> <p>*Follow a recipe</p>			

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		<p>*Apply their understanding of computing to program and control their products.</p> <p>*Choose materials based on their functional properties and aesthetic qualities</p> <p><b>*Know and use technical vocabulary relevant to the project –</b></p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device</p> <p>2D shape to 3D product</p> <p>* Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>*Understand how to securely join two pieces of fabric together with appropriate stitching (any stitch)</p> <p>*Choose materials based on their functional properties and aesthetic qualities</p> <p>*Create a simple pattern.</p> <p>*Understand the need for patterns and seam allowances.</p> <p>*Know and use technical vocabulary relevant to the project.</p> <p>*Use appropriate decoration techniques e.g. applique (glued or simple stitches)</p> <p>*Use a glue gun with adult supervision 1:1</p> <p><b>*Know and use technical vocabulary relevant to the project -</b></p> <p>fabric, names of fabrics, fastening, compartment, zip,</p>	<p>*Assemble or cook ingredients – mix, stir, combine wet and dry ingredients.</p> <p>*Measure and weigh ingredients – begin to use digital scales.</p> <p>* Begin to use a hob with supervision if required.</p> <p>*Make healthy eating choices from an understanding of a balanced diet.</p> <p>*understand that food is farmed, caught and changed to make it safe and palatable/ tasty to eat.</p> <p><b>*Know and use technical vocabulary relevant to the project -</b></p> <p>name of products, equipment, utensils, techniques and ingredients</p> <p>texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p>		
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		button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance				
<b>Art</b>	Painting *Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. *Start to develop a painting from a drawing. *Begin to choose appropriate media to work with. *Use light and dark within painting and show understanding of complimentary colours. *Mix colour, shades and tones with increasing confidence. *Work in the style of a selected artist (not copying).		Drawing *Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. *Understanding why they best suit. *Draw for a sustained period of time at an appropriate level. *Have opportunities to develop further drawings featuring the third dimension and perspective.	Working in 3D *Explore paper and card manipulation skills to build 3d forms. *Sculpt around newspaper or card armatures (or over other constructed foundations). *Explore how we look at and respond to things people have made, and then include this awareness when making sculpture		
<b>Computing</b>	<b>COMPUTING SYSTEMS AND NETWORKS</b>  The internet: - To describe how networks physically connect to other networks - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content	<b>PROGRAMMING A Repetition in shapes:</b>  - To identify that accuracy in programming is important - To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome	<b>CREATING MEDIA</b> <b>Audio Production:</b>  - To identify that sound can be digitally recorded - To use a digital device to record sound - To explain that a digital recording is stored as a file - To explain that audio can be changed through editing - To show that different types of audio can be combined and played together To evaluate editing choices made	<b>DATA AND INFORMATION</b> <b>Data logging:</b>  - To explain that data gathered over time can be used to answer questions - To use a digital device to collect data automatically - To explain that a data logger collects 'data points' from sensors over time - To use data collected over a long duration to find information - To identify the data needed to answer questions To use collected data to answer questions	<b>CREATING MEDIA</b> <b>Photo editing:</b>  - To explain that digital images can be changed - To change the composition of an image - To describe how images can be changed for different uses - To make good choices when selecting different tools -To recognise that not all images are real	<b>PROGRAMMING B Repetition in games:</b>  - To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program - To design a project that includes repetition To create a project that includes repetition

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					To evaluate how changes can improve an image	
<b>PE</b>	<b>Indoor: gymnastics</b> <b>Outdoor: rounders</b>	<b>Indoor: fitness</b> <b>Outdoor: basket ball</b>	<b>Indoor: Yoga</b> <b>Outdoor: Hockey</b>	<b>Indoor: Dance</b> <b>Outdoor: tennis</b>	<b>Indoor: badminton</b> <b>Outdoor: Athletics</b>	<b>Indoor: Ball skills</b> <b>Outdoor: OAA</b>
<b>French</b>	Basic Introduction to French. <i>French Alphabet</i> Greetings and goodbye please and thankyou	Greetings and goodbye please and thankyou Asking for and giving your name. How are you?	How old are you?	Days of the week Months of the year Counting to 12	Where you live? Classroom instructions	Colours Recap and Song and Letter