Year 3 Long Term Plan: 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History:	How did Britain change between the beginning of the stone age and the end of the iron age?		Why did the Great Plague happen and what was its impact on British people?		What did the ancient Greeks bring to the world?	
History National Curriculum Links	*changes in Britain from the Stone Age to the Iron Age*		*a local history study (The effect of the plague in the South East)*		*a study of Greek life and achievements and their influence on the western world*	
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
Geography		How are mountains formed and what causes an earthquake, tsunami or volcano?		What are the unique features of the UK?		Why do people go to the Mediterranean on holiday?
Geography National Curriculum Links	*<u>Physical Geography</u> including Rivers, mountains, volcanoes and earthquakes* *<u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*		*<u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America* *<u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies* *<u>Locational knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying*		*<u>Locational knowledge</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)* *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities* *<u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They*	

		human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *<u>Human geography</u>* *including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*		*should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge*	
Science	What are the main types of rocks on our Earth?	What do we mean by a force?	Why do humans have skeletons and muscles?	What roles do different plants play in helping them grow healthily?	Why do we have light and dark and what is its impact on our everyday life?

Year 3 Long Term Plan: 2026-2027

Science National Curriculum Links	***Rocks:*** *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties* *describe in simple terms how fossils are formed when things that have lived are trapped within rock.* *recognise that soils are made from rocks and organic matter.*	***Forces and Magnets*** *compare how things move on different surfaces* *notice that some forces need contact between two objects, but magnetic forces can act at a distance* *observe how magnets attract or repel each other and attract some materials and not others* *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials* *describe magnets as having two poles* *predict whether two magnets will attract or repel each other, depending on which poles are facing*	***Animals, including humans:*** *identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat* *identify that humans and some other animals have skeletons and muscles for support, protection and movement.*	***Plants*** *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers* *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* *investigate the way in which water is transported within plants* *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*	***Light*** *recognise that we need light in order to see things and that dark is the absence of light* *notice that light is reflected from surfaces* *recognise that light from the sun can be dangerous and that there are ways to protect their eyes* *recognise that shadows are formed when the light from a light source is blocked by an opaque object* *find patterns in the way that the size of shadows change*
	During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • *asking relevant questions and using different types of scientific enquiries to answer them* • *setting up simple practical enquiries, comparative and fair tests* • *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* • *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*				

Year 3 Long Term Plan: 2026-2027

English	**1. Poetry** Paint me a Poem **2. Fiction (fairy tales)** The Beasties by Jenny Nimmo *Babcock Teaching Sequence* **3. Explanation** How Santa Really Works *Babcock Teaching Sequence*	**1. Persuasive Letter** *RSPB Letter - Babcock Teaching Sequence* ***2. Fiction (narrative)*** Betsey Biggalow is Here! and Hurricane Betsey by Malorie Blackman **3. Information Text** Book of Bones by Gabrielle Balkan *Babcock Teaching Sequence*	**1. Fiction (Myths)** Myth Atlas *Babcock Teaching Sequence* **2. Biography** Fantastically Great Women who changed the world *Babcock Teaching Sequence* **3. Fiction (fantasy narrative)** Leon and the Place Between *Babcock Teaching Sequence*
Maths White Rose	Place Value (3 weeks) Addition & Subtraction (4 weeks) Multiplication & Division A (3 weeks)	Multiplication and Division B (3 weeks) Measure: Length and Perimeter (2 weeks) Fractions A (2 weeks) Mass and Capacity (2 weeks)	Fractions B (2 weeks) Money (1 week) Time (2 weeks) Shape (1 week) Statistic (1 week) Consolidation (1 week)

Year 3 Long Term Plan: 2026-2027

<table>
<tr><td>Computing
Purple Mash</td><td>3.1 – Coding

3.2 – Online Safety

3.3 – Spreadsheets</td><td>3.4 – Touch Typing

3.5 – Email

3.6 – Branching Databases</td><td>3.7 – Simulations

3.8 – Graphing

3.9 – Presenting</td></tr>
<tr><td>Computing National Curriculum Links</td><td colspan="3">In Key Stage 2 - Pupils should be taught to:
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
use sequence, selection, and repetition in programs; work with variables and various forms of input and output
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsunderstand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</td></tr>
</table>

PSHE **Jigsaw**	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art (LCC)	Art – What do we mean by using the environment for art? (links to Cave Painting)	What effects can I achieve with pastels?		How to create a landscape of well-known local scenery?		

Art Notional Curriculum Links	*In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* *Pupils should be taught:* • *to create sketch books to record their observations and use them to review and revisit ideas* • *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* *about great artists, architects and designers in history.*

Year 3 Long Term Plan: 2026-2027

<table>
<tr><td>DT (LCC)</td><td></td><td></td><td>How can we create a weaving loom to produce an A4 floor mat incorporating a range of textiles and textures?</td><td></td><td>How can we create an A4 personal flag for the Ancient Greek Olympics opening ceremony, incorporating a running or blanket stitch?</td><td>How can we create an electric torch which incorporates changing colours, e.g. kaleidoscope?</td></tr>
<tr><td>DT
National Curriculum Links</td><td colspan="6">Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:
<u>Design</u>
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<u>Make</u>
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
<u>Evaluate</u>
• investigate and analyse a range of existing products
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
• understand how key events and individuals in design and technology have helped shape the world Technical knowledge
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</td></tr>
<tr><td>MFL
Language Angels</td><td>I am Learning French</td><td>Animals</td><td>Red Riding Hood</td><td>Fruit</td><td>I am able/I can</td><td>Ice Cream</td></tr>
<tr><td>MFL
National Curriculum Links</td><td colspan="6">In Key Stage 2 - Pupils should be taught to:
• listen attentively to spoken language and show understanding by joining in and responding
• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
• speak in sentences, using familiar vocabulary, phrases and basic language structures
• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
• present ideas and information orally to a range of audiences
• read carefully and show understanding of words, phrases and simple writing
• appreciate stories, songs, poems and rhymes in the language
• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
• write phrases from memory, and adapt these to create new sentences, to express ideas clearly
• describe people, places, things and actions orally* and in writing Languages – key stage 2 3
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</td></tr>
</table>

Year 3 Long Term Plan: 2026-2027

<table>
<tr><td>Music (Charanga)</td><td>Let Your Spirit Fly</td><td>Glockenspiel Stage</td><td>Three Little Birds</td><td>The Dragon Song</td><td>Bringing us Together</td><td>Reflect, Rewind</td></tr>
<tr><td>Music
National Curriculum
Links</td><td colspan="6">In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils should be taught to:
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</td></tr>
<tr><td>RE</td><td colspan="2">What do Christians learn from the Creation story? What is it like for someone to follow God?</td><td>How do festivals and worship show what matters to a</td><td>How do festivals and family life show what matters to Jewish people?</td><td>What kind of world did Jesus want?</td><td>How and why do people try and make the world a better place?</td></tr>
<tr><td>PE</td><td colspan="6"></td></tr>
<tr><td colspan="7">In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils should be taught to:
use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team</td></tr>
<tr><td colspan="7"><u>Swimming:</u>
In particular, pupils should be taught to:
swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations</td></tr>
</table>