

 Year 3 LTP 2025 - 2026	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
English Mike Cain	Grammar and Vocabulary • Word classes • Statements, Exclamations, Questions • Range of punctuation • Expanded noun phrases • Wider range of conjunctions			Grammar and Vocabulary • Commas to make clauses • Main and subordinate clauses • Verb tenses including the perfect form • Determiners a/an/the			Grammar and Vocabulary • Apostrophes for omission and possession • Standard English • Direct speech • Adverbs and Prepositions					
	Composition • Paragraphs around a theme • Creating setting, characters and plot in stories • Organising non-fiction • Proofreading and editing			Composition • Paragraphs around a theme • Creating setting, characters and plot in stories • Organising non-fiction • Proofreading and editing			Composition • Paragraphs around a theme • Creating setting, characters and plot in stories • Organising non-fiction • Proofreading and editing					
Spelling Superhero spelling	Identify and spell words with Long A phonemes	Explore the usage of “ou” or “ow”	To understand and use the prefixes ‘un’, ‘mis’ and ‘dis’.	To make adverbs using the suffix -ly where the root word ends in ‘ic’ or ‘al’.	To identify and use nouns with a possessive apostrophe	To identify and use the the /sh/ sound spelt ch						
	Identify and spell words with Long E phonemes	Understand and apply plural formation rules from KSI	To understand the and use prefix ‘bi’-meaning two or twice.	To develop knowledge of words with a /k/ sound spelt with ‘ch’.	To identify and use words ending in /zhuh/ spelt sure	To identify and use words ending in the /g/ sound spelt gue and the /k/ sound spelt que						
	Identify and spell words with Long I phonemes	Create adverbs using the suffix -ly	Explore the spelling and meaning of common homophones or near homophones.	To develop knowledge of words with the short /i/ sound spelt with a ‘y’.	To identify and use words ending in /chuh/ spelt ture	To identify and use the suffixes ful and less						
	Identify and spell words with Long O phonemes	Differentiate between root word changes and y-ending words	Explore the spelling and meaning of common homophones or near homophones.	To add the suffixes er/ed/ing to multisyllabic words.	To identify and use words with the short /u/ sound spelt ‘ou’	To identify and use words ending in ary						
	Identify and spell words with Long oo phonemes	Understand the prefix “re”	Explore the spelling and meaning of common homophones or near homophones.	To add the suffixes er/ed/en/ing to multisyllabic words.	To identify and use words with the short /u/ sound spelt ‘o’	To identify and use common silent letters						
	Learn Year 3 and Year 4 statutory words using strategies	Learn to use apostrophes for common contractions	To make adverbs using the suffix -ly where the root word ends in ‘le’.	Statutory WordsContinue learning Year 3 and Year 4 statutory words.	To learn the key Year 3 and Year 4 statutory words	To learn the key Year 3 and Year 4 statutory words						
		Continue learning Year 3 and Year 4 statutory words	learning Year 3 and Year 4 statutory words.									
	Focus on words with the I phoneme											

Reading Reading Explorers	<u>Literal</u> <u>12 texts</u> The Curse of the Calcutta Diamond, A Recipe for Friendship ,I066, What's up Doc , The Loch Ness Monster ,Who's there , Ship Ahoy! , Skeleton Island , The Witch of Axon , All at Sea , Monkey Business, Big Cats			<u>Deductive</u> <u>12 texts</u> Fee Fi Fo Fum , News Flash! , The Dragon of Andor ,The Twits by Roald Dahl , Killer Plants , The Chase ,Recycle Recycle ,The Secret Treasure , Hola! , Lessons in Life , Tornado ,A Birthday Surprise			<u>Inferential / Study Skills</u> <u>12 texts</u> The Monster Within, The Greedy Wolf , As Dead as a Dodo , Pollution – Acrostic Poem , Dead or Alive , Gung Hay Fat Choy! What type of learner am I?, Joining a library , Space I , Space II , Pause to Peel , Have a Nice Day!		
Maths WhiteRose	Number: Place Value Number: Addition and Subtraction Number: Multiplication and division (A)			Number: Multiplication and division (B) Measurement: Length and perimeter Number: Fractions (A) Measurement: Mass and capacity			Number: Fractions (B) Measurement: Money Measurement: Time Geometry: Shape Statistics		
RE RED	<u>Branch 1: Creation and Covenant</u>	<u>Branch 2: Prophecy and Promise</u>	<u>Journey in Love:</u> To describe and give reasons why friendships make us feel happy and safe.	<u>Branch 3: Galilee to Jerusalem</u>	<u>Branch 4: Desert to garden</u>	<u>Journey in Love:</u> To describe and give reasons why friendships can break down , how they can be repaired and strengthened.	<u>Branch 5: To the ends of the Earth</u>	<u>Branch 6: Dialogue and Encounter</u>	<u>Journey in Love:</u> To celebrate the joy and happiness of living in friendship with God and others.
Science WhiteRose	Skeletons Movement	Nutrition & Diet Rocks		Fossils Soils	Light		Plants (A) Forces Magnets		Plants (B) Biodiversity
Humanities ActiveLearn	<u>History: Pre-historic Britain</u> 1: What was life like during the Ice Age? 2: What tools did early humans use? 3: What was life like in a Stone Age settlement? 4: Why was bronze used for tools and weapons? 5: What can we learn from Skara Brae and other Stone Age sites?	<u>Geography: Villages, towns and cities</u> 1: Where do people live? 2: What affects where people live? 3: How do human settlements differ? 4: What makes up a city? 5: Can you design your own settlement?		<u>History: The Shang Dynasty</u> 1: How did the Shang Dynasty begin? 2: Who was Fu Hao, and how do we know about her? 3: How did the Shang Dynasty end? 4: How did the Shang Dynasty create and use Chinese writing? 5: What was life like for people in the Shang Dynasty?	<u>Geography: Earthquakes and volcanoes</u> 1: What is the Earth made of? 2: How are mountains and volcanoes formed? 3: How do earthquakes and volcanic eruptions happen? 4: What are the effects of earthquakes and volcanic eruptions? 5: Do the benefits of living near a volcano outweigh the risks?		<u>History: Ancient Greece</u> 1: What do we know about Ancient Greece? 2: What did the Ancient Greeks believe? 3: Who was Alexander the Great? 4: How has Ancient Greece influenced our lives? 5: How equal was society in Ancient Greece?		<u>Geography: Water and weather</u> 1: Where is Earth's water? 2: Why does it rain? 3: Why do we have seasons? 4: What is the weather forecast? 5: Why is the weather in the UK unpredictable?
Computers TeachComputing	Computing Systems and Networks IT Around Us	Creating Media Digital Photography		Creating Media Making Music	Data and Information Pictograms		Programming A Robot Algorithms		Programming B An introduction to quizzes
P.E. MyPEPal	Passing for Possession (Basketball & Football)	Bollywood (Dance)		Symmetrical Shapes (Gymnastics)	Dodgeball		Striking & Fielding		Athletics – Track & Field

Art Access Art	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.		<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece		<u>Using Natural Materials to Make Images</u> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype	
DT Focus		<u>Electrical and mechanical components</u> - Can they select the most appropriate tools and techniques to use for a given task? - Can they make a product which uses both electrical and mechanical components? - Can they use a simple circuit? - Can they use a number of components?		<u>Mouldable materials</u> - Do they select the most appropriate materials? - Can they use a range of techniques to shape and mould? - Do they use finishing techniques?		<u>Cooking and Nutrition</u> - Can they choose the right ingredients for a product? - Can they use equipment safely? - Can they make sure that their product looks attractive? - Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?
PSHE CORAM/SCARF	Me and My Relationships	Being my Best	Keeping Myself Safe	Rights and Responsibilities	Valuing Difference	RSE Friendship
MFL	Greetings	Who am I? Name, Age, feelings	Colours	Numbers	Fruits / Vegetables	Days of the week
Music Specialist	<u>Little Train of Caipira BBC</u> Ten Pieces Play simple repeating rhythms on percussion instruments.	<u>Vocal - rounds & partner songs I</u> Sing a wider range of songs with expression and a sense of melodic shape.	<u>Winter - BBC Ten Pieces</u> Begin to recognise different instrument families	<u>Vocal - African Sing</u> mostly in tune, showing greater awareness of pitch matching.	<u>Recorders - intro Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.</u>	<u>Recorders - melody Play simple melodic patterns on tuned instruments.</u>