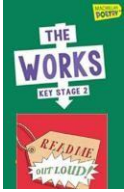
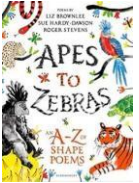
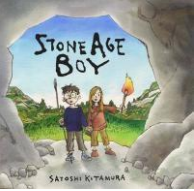
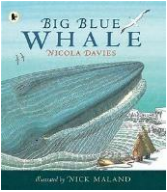
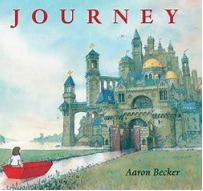
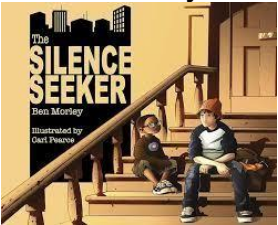
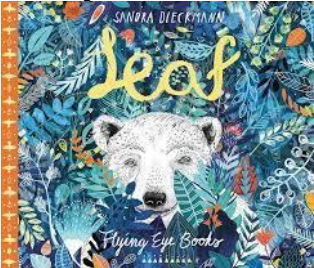
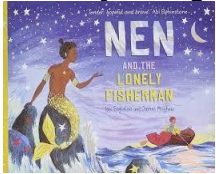
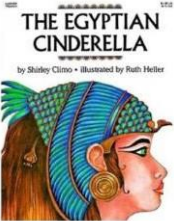
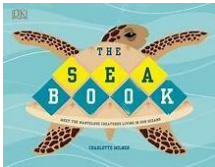
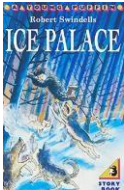
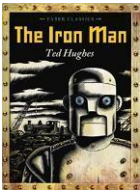
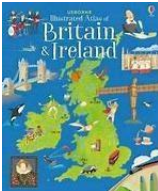
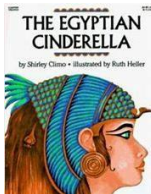




Year 3 Long Term Plan 2025 – 2026

Year group: One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Performance Learning VAAs (Values, attitudes and attributes)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)
High Performae Leaning ACPs (Advanced cognitive performae charactert cs)	Metathinking  - Select appropriate thinking skills to solve a problem - Describing the thinking skills - Consider strengths and weaknesses - Suggest goals for improvement - Understand the different and appropriate approach to solve a problem - Explain and justify own views using evidence	Linking  - Use patterns and connections to make simple predictions - Develop generalisations Make a range of connections - Use prior knowledge to explain links - Recognise big ideas and use them to make sense of experiences - Conduct processes in the head - Apply ideas to theoretical situations	Analysing  - Ask relevant questions and refine them to deepen understanding - Select evidence from sources - Suggest answers based on evidence Use of skills, symbols, vocabulary and language with few errors - Understand that complex tasks can be broken down - Use appropriate methods to solve complex problems, ideas or tasks	Creating  - Understand complex rules of different domains - Choose some rules to modify - Adopt new ideas in response to evidence - Generate multiple solutions and ideas and propose these to others - Create new and unique ideas to address a problem Create new ideas by building on existing ideas - Choose a different way to solve a task	Realising  - Recall complex key facts, concepts and ideas with independence - Demonstrate fluency in a range of key skills - Develop skills with increasing accuracy - Seek accuracy in work - Consistently complete work on time	Review of Metathinking, Linking, Analysing, Creating and Realising. 

		- Create solutions in the mind based on prior knowledge - Consider different interpretations - Explain the influences that shaped them				
Maths	Place Value (4 weeks) Addition including mental calculation (2 weeks)	Addition including mental calculation (2 weeks) Subtraction including mental calculation (4 weeks) Length Y3/4 - embed number skills (1 week 4 days)	Multiplication (4 weeks) Perimeter and area Y3/4 (1 week and 4 days)	Division (4 weeks) Volume Y3/4 (2 weeks)	Fractions (4 weeks) Mass Y3/4 (4 days)	Mass Y3/4 (1 week) Shape Y3/4 (4 weeks) Position and direction Y3/4 (2 weeks)
Poetry		Dance with Me, Autumn by The Literacy Company Outcome: Descriptive poem	The River's Tale by Rudyard Kipling The Fossil by Ogden Nash Outcome: Descriptive poem	The Magnificent Bull from the Dinka Tribe Leap Like a Leopard by John Foster As,as,as by Robert Hul  Outcome: Dinka-inspired poem	I saw a Peacock by Anonymoyus Weeping Willow in my Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason Outcome: Nonsense poem	Apes to Zebras The Shape I'm in by James Carter  Outcome: Concrete Poem
English	Seal Surfer by Michael Foreman 	Winter's Child by Graham Baker Smith 	Stone Age Boy by Satoshi Kitamura 	Big blue Whale by Nicola Davies 	Journey by Aaron Becker 	Zeraffa Giraffa by Dianne Hofmeyer 

Outcomes linked to driver text	Revisit outcome: to write a series of diaries (character-driven) Writing outcome: Recount: to write a letter in role (plot-driven)	Revisit outcome: to write a letter in the role Writing outcome: To write a descriptive narrative (plot-driven)	Revisit outcome: to write a set of instructions based on history learning Writing outcome: to write a historical, linear narrative	Revisit outcome: to write a section of linear narrative linked to This Morning I Met a Whale Writing outcome: to write an information text with elements of persuasion	Revisit outcome: to write a letter/note in the role to inform Writing outcome: to write a fantasy narrative	Revisit outcome: to write a section of dialogue Writing outcome: to produce a leaflet that includes elements of persuasion
Text to celebrate diversity and inclusion	How can we communicate our values if we speak different languages? The Silence Seeker by Ben Morey  Writing outcome: To write a setting description (character-driven)	What is more important: protecting your identity or fitting in? Coming to England by Floella Benjamin  Writing outcome: To write series of diaries (character-driven)	Are things always as they seem? Our Tower by Joseph Coelho  Writing outcome: To write letter in the role including a setting description	Whose responsibility is it to protect the natural world? Leaf by Sandra Diekmann  Writing outcome: To write a pledge for the future	Why is companionship important? Nen and the Lonely Fisherman by Ian Eagleton  Writing outcome: To write a lonely Hearts advert (with focus on character and setting description)	How are other cultures similar to ours? Egyptian Cinderella by Shirley Climo  Writing outcome: To write an information text on the River Nile
Pathways to Read	The Sea Book by Charlotte Milner 	Ice Palace by Robert Swindells 	The Iron Man by Ted Hughes 	The Morning I met a Whale by Michael Morpurgo 	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid 	Egyptian Cinderella by Shirley Climo 

Author Study	Helen Ward	Roald Dahl	Nigel Hinton	Dick King Smith	Jeff Brown	Nicola Davies
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Science	What would happen if there were no bones in our bodies? • I know what the three key functions of the skeleton are: movement, support and protection. • I know the differences between a vertebrate, invertebrate, endoskeleton and exoskeleton. • I know how to use this information to group animals. • I know how to identify the skull, spine, ribs and pelvis on a human and other animals. • I know that muscles cause movements in the body, some of which we can control consciously. • I know that muscles can cause a movement by shortening and pulling on a bone. • I know that animals, including humans, need to eat food to survive. • I know of some examples of how energy is used by the body. • I know some of the seven nutrients. • I know foods that are good sources of nutrient groups and know why they are needed for the body. • I know what a balanced meal looks like and know about the relevant nutrients and proportions.					Biology - Plants Biology - Animals including humans
History	Would you rather live in the Stone Age, Bronze Age or the Iron Age? • Use a timeline to order the Stone Age periods, the Bronze Age and the Iron Age. • Describe what changed and what stayed the same from the Stone Age to the Iron Age. • Describe why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. • Gather more detail from sources to build up a clearer picture of the past.	What impact did the Romans have on Britain? • Analyse the different reasons for the Roman invasion of Britain. • Explain the meaning of the words 'empire', 'invasion' and 'settlement'. • Explain how the Romans have influenced life today. • Use artefacts to make deductions about the lives of Roman soldiers in Britain.				

Geography	Who lives in Antartica? - Know what a line of longitude and latitude is - Locate the equator on a globe and map - Understand that climate is determined by a country's location in the World - Explain the difference between climate and weather - Explain how the Earth's movements impact climate		Where does our food come from? - Compare and contrast the four countries of the United Kingdom - Know key features about where I live which make it special - Name and locate some key physical features of the UK - Explain how varying landscapes impact lives and industry across the UK		Are all settlements the same? - Identify features on an OS map and describe the different types of land use - Follow a route on an OS map - Discuss reasons for the location of human and physical features - Locate some geographical regions in the UK - Identify and begin to offer explanations about changes to features in the local area	
Art and Design (CUSP)	Drawing: How can shading techniques affect light and dark? - Create a contrast between light and dark. - Choose appropriate drawing tools for shading techniques such as hatching.	Textiles: How do we create concentric circles on fabric? - Create concentric circles using print and mixed media. - Tie dye fabrics.	<u>Creative response using drawing and textiles (PAN):</u>	<u>Painting:</u>	<u>3D sculpture:</u>	<u>Painting and 3D sculpture:</u>
Design Technology	Mechanical Systems – levers and linkages (to include missed skills from Sliders and Levers.)		Textiles – 2D and 3D products What stitches can I use to create my patchwork piece? - Understand that sewing is a method of joining fabric - Explore the different stitches that can be used when sewing - Understand the importance of tying a knot after the final stitch - Develop and awareness of the purpose and importance of a design brief		Food How will I design and make a healthy wrap? - Explain that fruits and vegetables grow in different countries based on their climates. - Understand that seasonal fruits and vegetables grow in each season. - Understand that eating seasonal fruit and vegetables positively affects the environment. - Score or cut along lines on the net of a 2D shape. - Begin to assemble geometric shapes to their structure. - Evaluate their work by answering simple questions. - Design a wrap recipe using seasonal ingredients. - Discuss and demonstrate appropriate food hygiene	
Music	<u>Clarinet</u> Whole year provision					

Listening Whole School	Classical Gustav Holst 'The Planets'	Music for Film Collection of Works by John Williams	Classical Collection of Works by Mozart, Beethoven and Bach	Music Through the Ages Live and Recorded Music from 1950s – 1980s.	Music Through the Ages Live and Recorded Music from 1990s – Present Day.	Music from Other Cultures Listening to traditional music of tribes and cultures across the globe.
Computing	Information Technology: How is the technology around the world connected?		Computer Science: How might I compose music using a program?		Digital Literacy How do we create video trailers?	
Physical Education	How do I link movements together So that they flow? - I can move with good posture. - I can perform accurate movements. - I can move with light and quiet steps. - I can perform accurate movement patterns. - I can keep apparatus in motion throughout (where appropriate). - I can move smoothly and fluently. Fundamental Movement - Skill 1: I can stand still on one leg. - Skill 1: I can complete five squats. - Skill 10: I can hopscotch forwards and backwards, alternating hopping leg each time.	How do I control a shuttle with a racquet? - I can continue to develop control of the shuttle with and without the racket. - I can show a good stance and structure when throwing and hitting the shuttle. - I can improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. - I can participate in rallies with others. Fundamental Movement - Skill 6: I can jump from 2 feet to 2 feet with a 180° turn in either direction. - Skill 9: I can stand with legs apart and move a ball around one leg 16 times	How do I work collaboratively to create a street dance performance? - I can show fluency when moving. - I can collaborate with others. - I can show control, accuracy and fluency of movement when performing actions on my own. - I can perform more complex dance phrases and dances that communicate character and narrative. - I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. - I can combine actions and maintain the quality of performance when performing at the same time as a partner. Fundamental Movement - Skill 5: I can march, lifting knees and elbows up to a 90° angle. - Skill 5: I can walk fluidly with heel to toe landing - Skill 7: can hold, and with a short base, lean back and hold our balance, and then move back together. - Skill 7: I can hold on with 1 hand, and with a short base, lean back, hold our balance and then move back together.	How do I score a try in rugby? - I know how to tag another player. - I can develop attacking and defending skills within tag rugby. - I can pass the ball backwards to a teammate. - I can move in different directions learning to move away from your opponent and keep control of the ball when running. - I can learn how to pass in rugby, catching successfully and improving skills whilst on the move. - I can move forward to attack as part	How do I throw and jump further? - I can combine basic jump actions to form a jump combination, using a controlled jumping technique. - I can perform a throwing technique with control, coordination, and consistency. - I can perform competitively with others. - I can devise suitable warmup activities. Fundamental Movement - Skill 3: I can transfer cone on and off back in front support. - Skill 12: I can react and catch a tennis ball dropped from shoulder height after 1 bounce and balancing on one leg. [From 1, 2 and 3 m]	How do I hit a ball with correct technique? - I can apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. - I can throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. - I can intercept and stop the ball consistently. - I can work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. Fundamental Movement - Skill 4: I can raise alternate feet 5 times. - Skill 4: I can raise alternate knees 5 times. - Skill 8: I can throw a tennis ball and catch the rebound after one bounce with the other hand.

				of a team – running in a line. - I can successfully score a try. Fundamental Movement - Skill 2: I can pick up a cone from one side and place it on the other side with same hand. - Skill 11: I can start in seated / lying position, throw a ball, chase and collect it in balanced position facing the opposite direction. - Skill 11: I can start in seated / lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing the opposite direction.		Skill 8: I can throw a tennis ball and catch the rebound with the other hand without a bounce.
Religious Education	Christianity (God) How (and why) have some people served God?	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean	Sikhism Why are Gurus important to Sikhs?	Hindu dharma Why is family an important part of Hindu life?

Who should we follow? (Founders and Leaders)				by the 'Holy Spirit'?		
PSHCE	Can we resolve all conflict? - Describe what a good listener is and know how to show that they are listening. - Understand that people can have similarities and differences and explain how differences can be a positive thing. - Describe how toys can reinforce gender stereotypes and that stereotypes arise from a range of factors, including some of those associated with age	How can I look after my well-being? - Describe ways to prevent tooth decay. - Explain the positive impact relaxation can have on the body - Describe different food groups and how much of each of them we should have to have a balanced diet. - Understand the importance of belonging - Describe what being lonely means and that it is not the same as being alone - Understand what a problem or barrier is and that these can be overcome.	How can I have the confidence to keep myself safe? - Describe what the PANTS rule is and how it can build my confidence to seek help - Identify some choices I can make for myself and some that are made for me - Describe who and what can influence my decisions - Understand the importance of being kind online and what this looks like - Describe what to do if I suspect an email is fake - Understand that cyberbullying involves being unkind online	Should we all have the same rights? - Explain that children have rights and how these benefit them. - Explain the responsibilities adults have for supporting children's rights. - Discuss the benefits of recycling. - Recognise some of the different groups within the local community and how they use local buildings. - Explain how charities support the local community. - Describe how democracy works locally and how this affects us. - Recognise the need for rules and the	Kidsafe Unit To equip participating children with effective skills to keep themselves safe from various forms of child abuse, without shattering their innocence.	Why is budgeting important? - Describe how different payment methods may be used in given scenarios. - Suggest why specific payment methods might be more beneficial. - Explain what a budget is and how we can benefit from budgeting. - Identify how they would feel in a money scenario. - Understand the impact our spending choices can have on others and the environment. - Understand that a wide range of jobs are available. - Identify skills and interests that lead people to certain jobs. - Identify job stereotypes

				consequence s of breaking rules.		