

Class Lake Y3 Long Term Plan 2025/26

	T1	T2	T3	T4	T5	T6
English	The Iron Man	Fox	Rhythm of the rain	The Visible Sounds	Egyptology	Into the Forest
Grammar	<p>Recap learning from year 2.</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes e.g. auto- super- anti- - Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) - Present perfect form of verbs - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Build on previous unit</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes e.g. auto- super- anti- - Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) - Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) - Present perfect form of verbs - Introduction to paragraphs as a way to group related material - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Build on previous unit</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Use of the forms a or an when next word starts with a consonant or a vowel - Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) - Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) - Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) - Introduction to paragraphs as a way to group related material - Apostrophes to make where letters are missing in spelling and to mark singular possession in nouns - Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas 	<p>Build on previous unit</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Use of the forms a or an when next word starts with a consonant or a vowel - Word families based on common words showing how words are related in form and meaning - Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) - Introduction to paragraphs as a way to group related material - Inverted commas to punctuate direct speech 	<p>Build on previous unit</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) - Use of the forms a or an when next word starts with a consonant or a vowel - Word families based on common words showing how words are related in form and meaning - Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) - Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Inverted commas to punctuate direct speech <p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>Build on previous unit</p> <p>Focus on:</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) - Use of the forms a or an when next word starts with a consonant or a vowel - Word families based on common words showing - Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Inverted commas to punctuate direct speech <p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>
Reading Response	<p>Theme: Magic & wonder</p> <p>Stone Age Boy</p>	<p>Theme: Dreams & Curiosity</p> <p>The Building Boy</p>	<p>Theme: Disaster, hope, healing</p> <p>Earth Shattering events</p>	<p>Theme: Confidence & Caution</p> <p>A Necklace of Raindrops</p>	<p>Theme: From mystery to discovery</p>	<p>Theme: Overcoming Adversity</p> <p>India, Incredible India</p>

	The Secret of Black Rock	The Tin Forest	Flood? (Fiction picture) The Puffin Keeper	The Legend of Sally Jones	So you think you've got it bad: Ancient Egypt Mr Penguin	Old Possum's book of Practical Cats
Spelling	Suffixes: -s, -es, -ed, -ing Prefixes: un-, dis-, Contractions (') Spelling strategies Rarer GPCs Homophones Y3 common exception words	Revise: stat. words from previous, homophones, prefixes & suffixes Prefixes: mis-, re- Spelling strategies /t/ spelt 'y' Proofreading Words ending 'g' (gue) and 'k' (que) Y3 common exception words	Suffixes: -ness, -ful, Prefixes: sub-, tele- Contractions (') Spelling strategies /f/ sound spelt 'ch' 's', 'ss(ion/ure' Suffixes: -les, -ly Y3 common exception words	Spelling strategies Prefixes: super-, auto- Homophones Proofreading /k/ sound spelt 'ch' Y3 common exception words	Revise previously taught suffixes Suffix -ly for words ending 'le' or 'ic' Revise ' for contractions Rare GPCs for /i/ Revise vowel digraphs Y3 common exception words	Spelling strategies Revise spellings taught /ʌ/ sound spelt 'ou' Homophones Revise strategies Proofreading Y3 common exception words
Maths	Place value and number Addition and Subtraction	Addition and subtraction Multiplication and Division	Multiplication and division Length and perimeter	Fractions Mass and Capacity	Fractions Money Time	Money Time Shape Statistics
Geography/History	History: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? <u>Stone Age, Bronze Age, Iron Age</u> Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.	Geography: Who lives in Antarctica? <u>Who Lives in Antarctica?</u> Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Geography: Why are rainforests important to us? <u>Why are rainforests important to us?</u> Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	History: How hard was it to invade and settle in Britain? <u>Invading & Settling in Britain</u> Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	History: What was important to Ancient Egyptians? <u>What was important to ancient Egyptians?</u> Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	Geography: Are all settlements the same? <u>Are all Settlements the Same</u> Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in Shelley and how these have changed over time. Children make land use comparisons between Shelley and New Delhi to find key similarities and differences between these two locations.
Science	Rocks and soil <u>KS2 Science Lesson Plans Rock And Soil</u>	Movement & nutrition <u>KS2 Science Lesson Plans Bodies, Movement & Nutrition</u>	Plant reproduction <u>Year 3 Science Lesson Plans: Plant Reproduction Unit</u>	Forces & magnets <u>Lower KS2 Science Lesson Plans Forces And Magnets</u>	Light and shadows <u>Lower KS2 Science Lesson Plans Energy Light & Shadows</u>	Making connections <u>Year 3 Science Unit: Hand Span and Grip Strength</u>

Art & DT	<p>Art & design: Sculpture and 3D: Abstract shape and space</p> <p>Lower KS2 Art Lesson Plans 3D & Sculpture</p> <p>Art: Prehistoric painting</p> <p>Lower KS2 Art Lesson Plans Prehistoric Painting</p>	<p>DT: Cooking and nutrition: Eating seasonally</p> <p>Lower KS2 DT Lesson Plan & Videos Making Tarts</p>	<p>Art: Drawing: Growing artists (botanical inspired)</p> <p>KS2 Drawing, Sketching and Shading - Year 3 Lesson Plans</p>	<p>DT: Structures: Constructing a castle</p> <p>Design and Build a Castle Lesson Plans KS2 DT</p>	<p>Art: Ancient Egyptian scrolls</p> <p>Art and Design Year 3 Craft - Ancient Egyptians</p> <p>DT: Textiles – Egyptians collar as a Stay and play? Lower KS2 DT Lesson Plans Textiles Egyptian Collar</p>	<p>DT: Digital world: Wearable technology</p> <p>Year 3 DT Lesson Plans Digital World</p>
PSHE	<p>Introduction lesson</p> <p>Families and Relationships</p>	<p>Families and Relationships</p> <p>Health and Wellbeing</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p>	<p>Safety and the changing body</p> <p>Citizenship</p>	<p>Citizenship</p> <p>Economic Wellbeing</p>	<p>Economic Wellbeing</p> <p>Transition lesson</p>
PE	Hockey	Gymnastics	Dance	Netball	Tennis	Athletics and orienteering
RE	<p>How do Jews use stories to remember God's covenant? Judaism</p>	<p>FL2.13 – why do people follow inspirational leaders? Christianity, Islam, Judaism, non-religious</p>	<p>CL2.3 – How do the 5 pillars help Muslims to lead a good life? Islam</p>	<p>CL2.3 – How do the 5 pillars help Muslims to lead a good life? Islam</p>	<p>CL2.2 – How do different people express their spirituality? Christianity, Islam Sikhism, Judaism, non-religious</p>	<p>CL2.2 – How do different people express their spirituality? Christianity, Islam, Sikhism, Judaism, non-religious</p>
Computing	3.3 Programming A – Sequencing sounds	3.1 Computing Systems and networks – connecting computers	3.4 Data and information – branching databases	3.5 Creating media – Desktop publishing	3.6 Programming B – events and actions in programs	3.2 Creating media – stop-frame animation
Music	<p>Writing music down</p> <p>Developing notation skills</p>	<p>Playing in a band</p> <p>Notation and time signatures</p>	<p>Compose using your imagination</p> <p>Use sound to tell a story</p>	<p>More musical styles</p> <p>Using dynamics</p>	<p>Recorder Course</p> <p>Whole class recorder teaching</p>	<p>Opening night</p> <p>Work together to prepare a performance</p>
French	<p>Phonetics 1 (x)</p> <p>I am learning French</p>	Animals	Instruments	<p>I am able...</p> <p>I know how...</p>	Fruits	Ice Creams