

YEAR 3 Long Term Plan 2025-26

	The Stone Age		Romans		The Greeks	
English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Can I be your dog? Letters Character/setting description Write a diary entry Halloween poetry	Non-chronological report Stone Age Boy – retell Visit a European capital city – persuasive writing Winter poetry	Boudica’s Army – I was there Character description, ordering events Diary of a Roman soldier Explanation texts – animal diets	Mary Anning- biography Pack of Pompeii – narrative Fossilisation – explanation text	Greek Myths – plan and write story Greek monster – character description If I was prime minister – campaign speech and poster - persuasive	Ancient Greek Olympics – non-chronological report Plants – explanation Traffic pollution – persuasive writing
Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Place value – 3d numbers up to 1000 Add and subtract 1s, 10s and 100s to/from 2/3d numbers	Fractions – numerator, denominator, unit and non-unit fractions Tally charts and pictograms Length and perimeter	Multiplication & division – strategies for solving problems Geometry – properties of 2D and 3D shapes Statistics – tables Measurement - time	Addition and subtraction up to 3d – crossing and exchanging Division with remainders Fractions of amounts Reasoning and problem solving	Subtraction with exchange Division with remainders Fractions – adding and subtracting	Fractions of amounts Addition and subtraction – column method Range of methods – multiplication Statistics – interpret and present data
History/ Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 - fieldwork
	<u>Stone Age – Iron Age</u> Chronology – use dates and terms by placing topics studied into different periods. Understand some of the methods of historical enquiry and how evidence is used to make detailed observations, finding answers to questions about the past. Use sources to start devising historically valid questions about change,	<u>Europe</u> Locate the world’s countries using maps to focus on Europe including the location of Russia. Break from Europe – look at Doggerland and how the UK was formed. Look at European countries that evolved after the break from the UK – Labelling the countries on a map of the world.	<u>Romans</u> Understanding some of the ways in which people’s lives have shaped this nation. Enquiry - How did the Roman invasions change the British landscape? (Cause and consequence) Themes: invasion/ Romanisation of Britain/Slavery	<u>Volcanoes</u> Use maps, globes, atlases and digital mapping to find and locate volcanoes around the world. Look at which Hemispheres the volcanoes fall into. Look at aerial and satellite images – thermal imaging of volcanoes Label and name the parts	<u>Greeks (Ancient Civilisation)</u> Understand some significant aspects of history – nature of ancient civilisations, achievements, follies of mankind. Identify different ways in which the past can be represented and that different versions may exist (pictures, paintings, museums, written sources)	<u>Features of the UK and study of the local area (map skills and compass directions)</u> Name and locate counties and cities of the United Kingdom. Locate Bolton within Greater Manchester on a map. <u>Fieldwork</u> Circular maps on the area around school Human and Physical Geography – land use

	cause, similarity and difference, and significance.					Graph – road safety – amount of traffic
Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital literacy – Microsoft word I know how to type a number of sentences using the keyboard. I know how to use tab to indent paragraphs. I know how to use cut, copy and paste to re-order text. I know how to add a page border. I know how to insert a basic table. I know how to format images – move rotate and re-size shapes. I know how to explain the difference between save and save as. I know how to create a folder to save my work in. I know how to give a file a name to identify it		Online safety – Kapow Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content. Recognise that digital devices communicate with each other to share personal information. Explain what social media platforms are used for. Recognise why social media platforms are age-restricted.	Information technology – Email Log in and out of email. Send a simple email with a subject plus 'To' and 'From' in the body of the text. Edit an email. Type in the email address correctly and send the email. Add an attachment to an email. Write an email using positive language, with an awareness of how it will make the recipient feel. Recognise unkind behaviour online and know how to report it.	Computer science – coding Identify Scratch as a coding application and explore its different code blocks. Make predictions about what code blocks will do and test these ideas. Create a simple animation by combining motion, speech and wait blocks. Plan how to remix an existing animation by choosing which parts to change. Alter and remix code to create a new version of an animation. Test and debug animations to fix problems and improve the code.	Data handling – Kapow Explain what is meant by field, record and data. Compare paper and computerised databases. Put values into a spreadsheet. Sort, filter and interpret data in a spreadsheet. Create a graph. Explain the purpose of visual representations of data.
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Light and Shadows - recognise that light is needed to see and that dark is the absence of light - explore whether materials absorb, reflect or allow light to travel through	Magnets and Forces Describe magnets as having two poles Understand that magnets can attract or repel and start to make predictions	Animals Inc 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.	Rocks and Soils Compare and group rocks based on their appearance and physical properties Understand how different types of rocks are formed.	Plants Identify the different parts of the flowering plant and understand their function Explore what plants need for life and growth Understand how water is transported in plants	

	Recognise that light from the sun can be dangerous – best ways to protect ourselves from the sun - Understand how shadows are formed Find patterns in the way that shadows change	about whether this will happen. Group materials based on whether they are attracted to a magnet - direct and indirect forces - compare how things move on different surfaces	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Group animals based on their diets - Research different food groups	Understand and describe how fossils are formed Recognise that soils are made from rocks and other matter	Understand how seeds are dispersed.	
Art/DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Textiles – 2D shape to 3D product Rachel Boston Vocabulary – textiles, fabric, needle, thread, blanket stitch, template, pouch Sewing, blanket stitch, fabric properties	Painting – cave paintings from the Stone Age Lascaux cave paintings Vocabulary – cave art, charcoal, texture, tint, shade, tone, mixing Surface, background, animals, natural templates	Collage Dominique Fortin Vocabulary – expression, collage, materials, layering, tearing, texture, mixed media Layering, mixed media	Food – healthy and varies diet The Eatwell Guide Vocabulary – healthy/varied diet, grown, seasonal, texture, appearance, freshness, savoury Cutting using the bridge and claw techniques	Digital Media Derrick O. Boateng Vocabulary – digital photography, subject, focus, editing, colour saturation, colour replacement, special effects Focus, colour saturation, colour replacement	Mechanical systems – levers and linkages Archimedes Vocabulary – layer, lever, linkage, fixed pivot, loose pivot, mechanism, prototype, spacer Sliders, levers, pop-up mechanism
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is it like for someone to follow God?	What is the Trinity and why is it important to Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the creation story?	How and why do people try to make the world a better place?

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dance Intro to invasion games - Hockey/Rugby (playing)	Handball Intro to striking & fielding – rounders & cricket (playing)	Edstart – wellbeing through sport Intro to invasion games (competing)	Intro to striking & fielding (playing) Intro to yoga (moving)	Intro to net & wall games – tennis & badminton (playing) Intro to athletics (competing)	Edstart – JagTag Swimming (2 weeks x10 sessions)
Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kapow – Ballads (singing) Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation’s story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.	Mr Martin – Ukelele Become familiar with the instrument, learn three chords, attempt basic strumming patterns, play (and sing) along with a video	Mr Martin – Djembe To become familiar with the instrument and its origins. Learn how to hold the drum correctly and explore 2 strokes - Bass & Tone. Learn an African song (Funga Alafia) featuring vocal Call & Response and watch some authentic African drumming	Kapow – creating compositions for an animation Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.	Mr Martin – Samba To introduce Samba and its origins. To begin to learn some traditional samba patterns, become familiar with the instruments associated with this exciting genre of Brazilian music, and listen and watch some Samba video clips.	Kapow – Jazz Explain what ragtime music is. Play on the ‘off beat’ and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Happy Mind - Meet Your Brain	My Happy Places My Happy Mind - Celebrate	My Happy Mind - Appreciate The wheel of gratitude	My Happy Mind - Relate Active listening	My Happy Mind - Engage Big dream goals Perseverance	Ourselves: Growing and changing – grief Transition

	Your brain and your mind are different Neuroplasticity TEAM H-A-P	Character strengths – in ourselves and others	Ourselves Others Experiences Healthy lifestyles	Stop, Understand & consider Friendships Families and close positive relationships	Communities Shared responsibilities	My Happy Body My Happy Relationships
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