

Long Term Plan Year 3 2026-2027

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2-year Phase for every subject.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three						
Theme	Super Forces	Awesome Egyptians	Mirror Mirror	Stone Age to Bronze Age	Land of Hope and Glory	Food Glorious Food
Literacy text with Writing Outcome	Traction Man <i>Adventure Story</i> – Rewrite 2 missions Letter Style <i>Informal writing</i> – Write a letter to a ‘real-life’ superhero	Meet the Ancient Egyptians <i>Instructions</i> - How to mummify an orange Egyptian Cinderella <i>Traditional Tale with a Twist</i> – Rewrite the ending	Into the Forest: Anthony Browne <i>Repetitive Tale</i> – Write a short story The Boy Who Cannot See <i>Poetry</i> – The Boy Who Cannot See	Stone Age Boy <i>Narrative</i> – Write a story from the girl’s perspective The Stone Age Period <i>Non-Chronological Report</i> – 3 Sections of text focusing on either clothing, weapons, homes, food or hunting	Alice in Wonderland <i>Setting Description</i> – Describe the garden Visit the County: Captivating Counties <i>Persuasive Advertisement</i> – encourage visitors to a county in the UK	Farm to Fork: <i>Explanation Text</i> – The journey of a fruit or vegetable from the farm to people’s homes The Food Thief <i>Character Description</i> – Describe own character who has been stealing food
Book Talk Books	<u>Adventure stories</u> Traction Man The Spectacular City Leon and the Place Between Jack and Nancy The Lighthouse Keeper’s Catastrophe The Building Boy Jack Sweet-tooth <u>Biographies</u> Range of biographies – Little People, Big Dreams: Nikola Tesla Marcus Rashford Michael Jordan Greta Thunberg Rosa Parks	<u>Instructions</u> How to babysit a grandma How to wash a woolly mammoth How to sneak your monster into school How to make friends with a ghost Instructions <u>Traditional Tales</u> Sleeping Beauty Puss in Boots Snow White and Rose Red Rapunzel Beauty and the Beast The Princess and the Pea Fairy Tale Twists: Jack to the rescue	<u>Anthony Browne fiction</u> Hide and Seek The Tunnel Willy and Hugh Zoo Willy the Wizard Little Beauty Voices in the Park Hansel and Gretel	<u>Fiction texts</u> Stone Age Boy UG <u>Non-Fiction Texts / Non-Chronological Reports</u> 24 Hours in the Stone Age DK Find Out! Stone Age The Lost Village of Skara Brae The Stone Age and Skara Brae Animal Ancestors The Secrets of Stone Henge	<u>British Fiction</u> George and the Dragon Flash Harriet and the Loch Ness Monster The Dragon’s Bride and other dragon stories Paddington and the Grand Tour The Capers of the Crown Jewels (Great Britain)	<u>Stories with familiar settings</u> My Humungous Hamster goes to school The Tickle Ghost Dilly and the Goody-Goody Yucky Worms The World Came to my Place Today <u>Explanation texts/ Non-Fiction Texts</u> <u>Poetry</u>

Subject Focus	Science DT	History Art + DT	Science Art	History Science	Geography Science	Science DT
Enrichment	Geography fieldwork in Stanground	History off the Page – Life in Ancient Egypt		Trip – Flag Fen	Geography fieldwork	Trip – Sacrewell Farm
Outdoor Learning	Shelter Building Create a tarpaulin shelter in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose		Using Tools In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages.		Using Fire for Cooking Light a fairy fire and keep it going. Skeleton Building Create skeletons out of sticks and stones.	
PSHE	MMR BB 3/4 Beginning & Belonging (start of term) WB MMR ME 3/4 My emotions WB Written outcome – Circle of feelings.	C DC 3/4 Citizenship Diversity & Communities D C WT 3/4 Working Together (circle time) Written outcome – What makes up my identity poster.	H&SL DL 3/4 Healthier & Safer Lifestyles Digital Lifestyles E-S Use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser. Written outcome – Poster explaining the difference between 'liking' and 'trusting' someone online.	H&SL DL 3/4 Healthier & Safer Lifestyles Digital Lifestyles E-S Use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser. Written outcome – Informative poster about the importance of limiting time online.	H&SL HL 3/4 Healthy Lifestyle H T Managing safety & risk (what to do in an emergency?) Written outcome – Leaflet: 'What to do if...' H & SL HL 3/4 Healthy Lifestyle HS WB Written outcomes – Poster: Identifying ways to rest as part of a healthy balanced lifestyle. Response to a case study: Advice on	RSE Lesson 1 – Body Differences Lesson 2 – Personal Space Lesson 3 – Help and Support H & SL HL 3/4 Healthy Lifestyle HS WB Written outcomes – Poster: Identifying ways to rest as part of a healthy balanced lifestyle. Response to a case study: Advice on

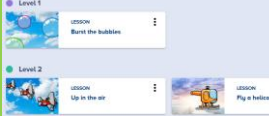
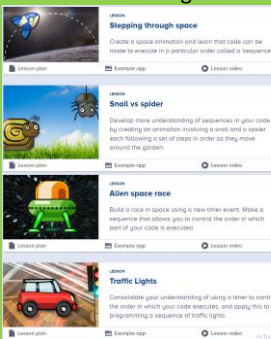
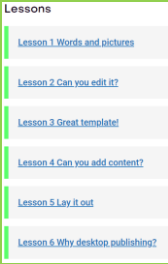
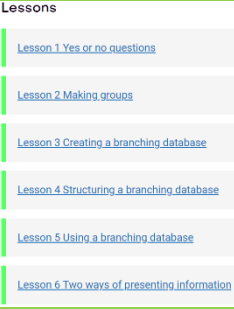
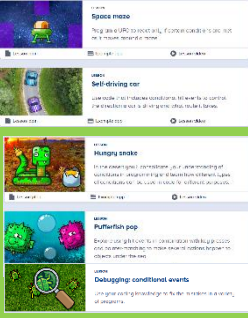
	Online Safety 2 x Project Evolve lesson Privacy and security and Health, well-being and lifestyle	Online Safety 2 x Project Evolve lesson Online bullying	Online Safety 2 x Project Evolve lesson Self-image and identity	Online Safety 2 x Project Evolve lesson Managing online information	Online Safety 2 x Project Evolve lesson Online reputation And Online relationships	how to make better choices. Online Safety 2 x Project Evolve lesson Copyright and ownership
Science	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.		Light • Recognise that they 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 a solid object. • Find patterns in the way that the size of shadows change.	Rocks, Soils and Fossils • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • 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.	Plants • Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Food and Our Bodies • Identify that animals, including humans need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support.
History		Ancient Egypt • Use evidence to ask questions and find		Stone Age to Bronze Age • Give a broad overview of life in		

		answers to questions about the past. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Place events, artefacts and historical figures on a timeline using dates. •Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.		Britain from ancient until medieval times. •Use dates and terms to describe events. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •Use different sources of evidence in an enquiry. Understand the concept of change over time, representing this, along with evidence, on a timeline. •Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.		
Geography	Changes in the local area - Stanground <i>Discuss changes in Stanground's human and physical features over the years with accurate geographical vocabulary.</i> Ask and answer geographical questions about the physical and human characteristics of a location.				The UK <i>Discuss the UK as a place. Name countries, capitals and key counties and locate these with increasing accuracy on a map using positional language and compass points. Discuss how the counties studied have changed over time.</i> Ask and answer geographical	

	• Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. Describe how the locality of the school has changed over time.				questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	
Art		Ancient Egyptian scrolls • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Growing Artists • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas.	Prehistoric Painting • Investigating making their own paints, making tools and painting on different surfaces.	Sculpture and 3D shape and space • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	

		• Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	• Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.		• Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	
Design Technology	Pneumatics • Define a mechanism as a system of parts working together to create movement and a pneumatic system can be used as part of this. • Describe how a pneumatic system forces air over a distance to create movement and identify pneumatic systems in a range of everyday objects. • Describe different types of drawings used in design to explain ideas clearly and explain why one may be more useful for a particular situation. • Develop design criteria from a design brief. • Begin to draw different types of diagrams to generate suitable ideas. • Recall different types of pneumatic systems	Textiles • Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • Develop applique designs based on design criteria • Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques, such as applique, cross-stitch, beads, buttons and pinking. • Measure and attach a ribbon with a running stitch. • Recognised different types and qualities of fabrics. • Explain the aesthetic and functional properties of some of their material choices.				Food • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. • Know that eating seasonal fruit and vegetables has a positive effect on the environment. • Design their own tart recipe using seasonal ingredients. • Understand the basic rules of food hygiene and safety. • Follow the instructions within a recipe.

	used to design a toy and create one for a specific movement. • Build secure housing for a pneumatic system, consider sustainable resources and work with materials to create different effects by cutting, creasing, folding, etc. • Evaluate how well the design, materials and equipment help to achieve the design brief.					
Religious Education Year 3 Knowledge Organisers	Sikhism Enquiry Question: Does joining the Khalsa make a person a better Sikh? In this enquiry, the children look at one of the key stories in Sikh history. They reflect on the messages and begin to understand why some Sikhs would want to join the Khalsa.	Christianity Enquiry Question: Has Christmas lost its true meaning? This enquiry investigates the meaning of Christmas to Christians and examines the elements we see both with the Christmas story in the Bible, and Christmas today	Christianity Enquiry Question: Could Jesus heal people? Were these miracles or is there some other explanation? This enquiry investigates two miracles of Jesus where healing took place and children evaluate whether they think they were miracles or if there could be another explanation.	Christianity Enquiry Question: What is good about Good Friday? This enquiry considers the Christian concepts of Salvation and the Gospels, where we find the story of Holy Week (the events leading up to Jesus' death and resurrection starting with Palm Sunday and finishing on Easter Sunday).	Sikhism Enquiry Question: Do Sikhs think it is important to share? In this enquiry, the children learn about why sharing is so important to Sikhs. They look at key festivals and begin to understand how important the community is to Sikhs. Keeping the stories fresh in their minds helps Sikhs live their daily lives in what they believe is the correct way.	Sikhism Enquiry Question: What is the best way for a Sikh to show commitment to God? In this enquiry, the children talk about different Sikh practices and rank them according to which they feel show the most commitment whilst recognising that all are important
Physical Education	Dance Fundamentals (Key Sports)	Ball Handling skills Fitness (Key Sports)	Gymnastics Dodgeball (Key Sports)	Swimming Hockey (Key Sports)	Rounders Basketball (Key Sports)	Football Netball (Key Sports)

Computing	CODING: Refresher <i>3 Lessons this term.</i> Lesson 1: Burst the bubbles. Lesson 2: Up in the air. Lesson 3: Fly a helicopter. Refresher (level 1-2) An overview or recap of the main concepts covered so far.  CONNECT: <u>Project Evolve</u> Privacy and security Health, well-being and lifestyle	CODING: 4 Lessons <i>this term.</i> Lesson 1: Stepping through space. Lesson 2: Snail V's Spider Lesson 3: Alien Space Race Lesson 4: Traffic Lights  CONNECT: <u>Project Evolve</u> Online bullying	COMMUNICATE: 6 Lessons <i>this term.</i>  Desktop publishing Teachcomputing.org unit  CONNECT: <u>Project Evolve</u> Self-image and identity	COLLECT: 6 Lessons <i>this term.</i> TeachComputing.org Unit.  Branching Databases  CONNECT: <u>Project Evolve</u> Managing online information	CODING: 5 Lessons <i>this term.</i> Lesson 1: Space Maze Lesson 2: Self-driving car Lesson 3: Hungry Snake Lesson 4: Pufferfish Pop Lesson 5: Debugging conditional events.  CONNECT: <u>Project Evolve</u> Online reputation Online relationships	COMMUNICATE: 5 Lessons <i>this term.</i> Create a presentation with multiple slides. - <i>Begin to add transitions to slides.</i> - <i>Begin to add animations.</i> CONNECT: <u>Project Involve</u> Copyright and ownership
Music See Music Express overview for Year 3	Music Express: Sounds Exploring Sounds: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	Music Express: Ancient Structure: Performing and playing, improvise and compose, listens with attention. Develop an understanding of History.	Music Express: Communication Recorders Composition: Play and perform, Use and Understand staff and musical notations.	Music Express: In the Past Recorders Pitch: Use and understand staff and musical notations, develop understanding of History.	Music Express: Time Recorders Beat: Play and Perform, Improvise and Compose, listen with attention, Use and understand staff and musical notation, Understanding of History Timbre	Music Express: Human Body Recorders Structure: Understanding call and response structure, performing word rhythms, Exploring sounds.

Italian	Y3: Basic Greetings and conventions of politeness /Introducing Themselves; Reading: Read and understand the main points in short written texts. Speaking/Listening: Understand the main points from spoken passages Culture: Describe with some interesting details some aspects of countries or communities where the language is spoken. Halloween/Day of the dead	Y3: Numbers 1-15 Age/Birthday Family. Writing: Write a few short sentences using familiar expression Speaking/Listening: Ask others to repeat words or phrases if necessary Culture: Il Natale/ La Befana	Days/weeks/ months/seasons weather Reading: Read short texts independently Speaking/Listening: Ask and answer simple questions and talk about interests Culture: Make comparisons between life in countries or communities where the language is spoken and this country. San Valentino	Y3: Body Parts (describing themselves) Writing: Express personal experiences and responses. Speaking/listening: Take part in discussions and tasks Culture: Il Carnevale La Pasqua	Y3: Food Spatial awareness; Reading: Use a translation dictionary or glossary to look up new words Speaking/listening: Demonstrate a growing vocabulary Culture: Italian Geography	Y3: Environment Bedroom Environment/animals House and furniture Writing: Write short phrases from memory with spelling that is readily understandable Speaking/ listening : Demonstrate a growing vocabulary Culture: Italian National Day
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