

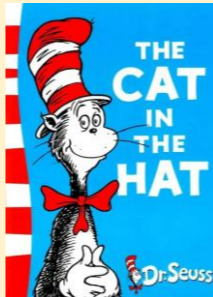

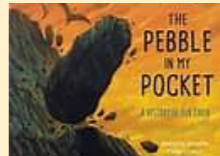





Year 3 Long term Plans		Autumn			Spring				Summer						
		Term 1	Term 2		Term 3	Term 4			Term 5	Term 6					
9	English Writing Genre	Fiction Novels <u>Writing Outcome</u> Narrative		Myths and legends <u>Writing Outcome</u> Setting		Poetry <u>Writing Outcome</u> Characterization Poem		Non-Fiction <u>Writing Outcome</u> News Paper			Non-Fiction <u>Writing Outcome</u> Journal		Drama <u>Writing Outcome</u> Script writing Acting Hot seating		
	English Key Text (topic-linked)	 Varjak Paw SF said In Year 3, children will study Varjak Paw by SF Said to develop their narrative writing skills. Through exploring Varjak's adventurous journey, they will learn how to create engaging stories with well-developed characters, settings, and exciting events. The unit focuses on building vocabulary, using descriptive language, and structuring a short narrative confidently.		 Skull by Jon Klassen In this unit, children will explore The Skull, a spooky folktale about a brave girl named Otilia who finds shelter in a mysterious house with a talking skull. Pupils will develop their descriptive writing skills by focusing on creating vivid, atmospheric setting descriptions. They will learn to use sensory language, build mood, and engage readers through detailed descriptions inspired by the story's eerie and suspenseful setting.		 Cat in the Hat by Dr Seuss In this unit, children will explore The Cat in the Hat by Dr. Seuss to develop their understanding of characterization through poetry. Pupils will study the playful and mischievous traits of the Cat, learning how to use rhyme, rhythm, and descriptive language to create a vibrant character poem. The focus is on building vocabulary, exploring poetic devices, and expressing character personality clearly and creatively.		 Iron Man Ted Hughes In this unit, children will study The Iron Man by Ted Hughes to develop their news writing skills. They will explore the story's dramatic events—the arrival of the mysterious Iron Man, the conflict with the farmers, and the battle against the space dragon. Pupils will learn to write clear, factual, and engaging newspaper reports, focusing on structuring information, using direct and indirect speech, and incorporating descriptive language to capture the excitement and suspense of the story.			 Pebble in my pocket Meredith Hooper In this unit, children will explore Pebble in My Pocket, a fascinating narrative non-fiction book that follows the 480-million-year journey of a pebble through Earth's history. Pupils will develop their journal writing skills by imagining and recording the pebble's experiences at different points in time. The focus is on using descriptive language, sequencing events, and expressing ideas clearly and creatively while deepening understanding of geological processes and the passage of time.		 The three Billy Goats Gruff Mac Barnett In this unit, children will explore The Three Billy Goats Gruff by Mac Barnett, focusing on script writing and drama activities such as acting and hot seating. Pupils will develop their ability to write dialogue, structure scripts, and bring characters to life through performance. This topic emphasizes understanding character motivations, using expressive language, and building confidence in speaking and listening while creatively reimagining a classic fairy tale.		
	Phonics (RWI)/ Accelerated reader	RWI Scheme/ Accelerated reader Class dependent Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability. Accelerated Reader is an online program that encourages independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.		RWI Scheme/ Accelerated reader Class dependent Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability. Accelerated Reader is an online program that encourages independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.		RWI Scheme/ Accelerated reader Class dependent Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability. Accelerated Reader is an online program that encourages independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.			RWI Scheme/ Accelerated reader Class dependent Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability. Accelerated Reader is an online program that encourages independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.						
Maths (WRM and NCETM)	Place Value	Addition and Subtraction	Multiplication and Division A	Multiplication and Division B	Measurement (Length and Perimeter)	Fractions A	Measurement (Mass and Capacity)	Fractions B	Measurement (Money)	Measurement (Time)	Geometry (Properties of Shape)	Statistics			

Please see information below.															
Science		Animals, including humans In this unit, children will learn about what animals and humans need to stay healthy. They will explore how we get our nutrition from the food we eat, and that we cannot make our own food like plants do. The class will also investigate how skeletons and muscles work together to support our bodies, protect us, and help us to move.		Rocks In this topic, children will explore the different types of rocks and learn how to group them by their appearance and properties. They will find out how fossils are formed over time when plants and animals become trapped in rock. The class will also investigate how soil is made from rocks and organic material.		Plants In this topic, children will learn about the different parts of flowering plants, including roots, stems, leaves and flowers, and discover the jobs they do. They will investigate what plants need to live and grow well, and how these needs can be different for different plants. The class will also explore how water moves through a plant and learn about the role flowers play in the life cycle, including pollination, seed formation and how seeds are spread.		Light In this topic, children will learn that we need light to see and that darkness happens when there is no light. They will explore how light reflects off different surfaces and find out how shadows are formed when light is blocked. The class will also investigate the patterns in how shadows change in size and learn that sunlight can be harmful, as well as how to keep their eyes protected.		Forces and magnets In this topic, children will explore how things move on different surfaces and learn that some forces need objects to touch, while magnetic forces can work from a distance. They will investigate how magnets can attract or repel one another, test which materials are magnetic, and find out that magnets have two poles. The class will also make predictions about how magnets will behave and look for patterns as they carry out their own scientific tests and record their findings.					
 A&D		Drawing In art, children will use their sketchbooks to record observations and develop their ideas through drawing. They will experiment with different materials such as pencils, charcoal, pastels, and ink to create a range of marks and textures. The class will learn to use shading to show light, shadow, and tone, helping their drawings look more realistic. Children will also practice drawing from what they see using simple shapes to create accurate pictures. They will use art vocabulary like line, tone, texture, and shape to talk about their own and others' drawings and think about how to improve their work.		Painting In this topic, children will develop greater control and care with their painting. They will learn to use different brushes and tools to create details, lines, and edges in their artwork. Children will mix a range of colors, including secondary and tertiary colors as well as different shades and tones, to make their paintings more vibrant and interesting. They will experiment with various painting effects and textures, such as blocking in color, making washes, or using thick paint. The class will also explore how different artists paint and try out some of their styles and techniques in their own work.		Sculpture In this unit, children will use basic techniques to build three-dimensional forms and add textures and patterns using different tools. They will plan their designs by making sketches in their sketchbooks, exploring shapes, and improving their ideas before starting the sculpting process. Children will learn to talk about their sculptures using art words like form, texture, and balance, and think about how to make their work better. They will also be inspired by other artists who use abstract shapes or recycled materials, trying out some of these techniques in their own creations.		Photography In this unit, children will learn to use a camera confidently to take clear and focused photographs. They will explore different ways to frame and compose pictures by changing their viewpoint and how they position their subject. Photography will be used as a way to record and respond to the world around them. Children will start to use art words like focus, light, and angle to talk about their photos. They will also use their sketchbooks or journals to plan photo projects, write down ideas, and reflect on their photographic work.		Textiles In this unit, children will practice joining fabrics using hand stitches such as running stitch and backstitch, becoming more confident and independent. They will decorate their textile projects by adding embellishments like buttons, beads, and sequins. Children will use templates and scissors to cut fabric shapes accurately and follow simple patterns to plan and create their own textile products, thinking carefully about the design. After completing their work, they will discuss how well it meets the design brief and suggest ways to improve it.		Crafts In this unit, children will explore shapes, lines, colors, and patterns to create abstract art that doesn't represent real objects. They will use their sketchbooks to try out ideas and experiment with different materials and techniques to make interesting effects. Children will develop control over their tools to create textures and marks that express mood or movement. They will learn to talk about their abstract art using art words like shape, colour, pattern, and texture. The class will also be inspired by the work of abstract artists and use their ideas to create their own unique pieces.			
 D&T		Photograph Frames/Light up signs In this creative unit, children will use a range of materials like wood, cards, paper, and scrap to design and make a decorative light box featuring illuminated words or letters. They will choose their tools and materials carefully to create an attractive and functional product. The project includes learning about how to safely construct the light box and fit it with traditional bulbs, batteries, or small LEDs. After making and evaluating their light boxes, children will be introduced to basic electronics by exploring how lights inside products can be programmed and controlled		Making a Mini Green house In this exciting unit, children will learn about the purpose of greenhouses and how they help plants grow. They will explore how to make structures stable and discover which materials are best suited for building. Using this knowledge, children will design, make, and evaluate their own mini greenhouses, applying skills in planning, construction, and problem-		Functions of Fabric n this project, children will learn how fabrics are made and explore the differences between natural and synthetic textiles. They will also discuss the environmental impact of textile waste and fast fashion. Children will use their knowledge to design and make a useful bag or pouch that meets a design brief. They will practise different stitching techniques and fastenings and have the opportunity to design their own bags using computer-aided design (CAD). The lessons include a variety of activities to support all learners and help them develop practical skills.		British inventions In this unit, children will learn about famous British inventors and their groundbreaking inventions from the Victorian era to the 20th century. They will explore how these inventions have changed people's lives and how they have developed over time. The class will take part in a variety of hands-on activities, including designing and evaluating their own problem-solving products inspired by these inventors. They will also have opportunities to		Food Tech Healthy Astronauts- Space Food! Students to understand how long shelf-life ingredients can be selected/utilised, for nutrition, and minimal wastage. This connects to the astronaut theme, due to the inability to take fresh food items into Space.		Food Tech Eat the rainbow- coloured vitamins Students learn about eating colourful foods connected to optimum nutrition- making drinks, sweet & Savoury dishes. By the end of year 3 they should be able to plan a dish independently.			

				through practical activities.	solving. This project encourages children to think like engineers and architects while working on a hands-on, creative challenge.			strengthen their understanding of materials through creative projects linked to the inventions studied.			
	Geography		~		<p>Investigating Coasts</p> <p>In this unit, children will explore what coasts are and how they are formed through natural processes like erosion and deposition. They will learn about different coastal features and how coasts are protected and constantly changing. The class will investigate the impact of coastal changes on the environment and communities, including potential hazards on cliff edges. Children will also engage in activities such as planning coastal holidays for different types of visitors and debating how changes to coastal areas can affect local environments. This topic includes a variety of lessons, resources, and hands-on activities to bring geography alive.</p>			<p>Where does our chocolate come from?</p> <p>In this unit, children will explore the journey of cocoa from the farm to the chocolate bar. They will learn where cocoa grows and how it is harvested, discovering the important work of cocoa farmers along the way. The class will also find out about the Fairtrade Foundation and how it supports farmers to ensure fair treatment.</p>			<p>Settlements</p> <p>In this unit, children will travel back in time to discover how early village settlers chose where to live and how towns and villages got their names. They will explore different types of settlements, both past and present, and learn to use maps to understand the features and layout of these places. The class will develop their map skills and gain a deeper understanding of what settlements are and how they were formed. Children will also take on the role of town planners by designing their own settlement, applying their knowledge of geographical features and community needs.</p>
	History Early Man			<p>Stone Age to Iron Age</p> <p>In this unit, children will go on a fascinating journey through prehistoric Britain, exploring nearly a million years of history. They will learn about the Stone Age, Bronze Age, and Iron Age, discovering how early humans first came to Britain, how they lived, and what important developments were made during each era. The class will also develop their historical enquiry skills by considering how we know about prehistory, the period before written records, and learning about the work of archaeologists. By the end of the series, children will have gained a broad understanding of this ancient time and the changes that took place.</p>		<p>Anglo-Saxons, Picts and Scots</p> <p>This term, Year 3 will explore the fascinating history of Anglo-Saxons, Picts and Scots. Through a series of engaging lessons, children will discover what life was like in Britain over 1,500 years ago after the Romans left. They will find out about the people who settled in Britain, the different tribes and their cultures, and how these communities lived, worked, and believed. Pupils will become history detectives as they learn about the famous Sutton Hoo burial and use a variety of historical sources to investigate the mysteries of Anglo-Saxon Britain. By the end of the topic, children will have extended their historical vocabulary and developed their understanding of timelines and archaeological evidence, working together to form their own ideas about an intriguing person from the past.</p>		<p>The Indus Valley - The Complete Series (6 lessons) (Plan Bee)</p> <p>This term, Year 3 will be learning about the advanced civilisation of the Indus Valley. Children will discover where this civilisation developed, what made it unique, and how its achievements compared with life in Britain at the same time. They will explore how people in the Indus Valley lived, traded, and interacted with other societies, and look at fascinating artefacts left behind by archaeologists. The topic will also encourage children to compare settlements and daily life in Bronze Age Britain with those in the Indus Valley. By the end of the unit, pupils will have the chance to discuss their ideas about why the Indus Valley civilisation eventually disappeared, using real</p>			

							historical evidence and sources.	
Computing Teach Computing	Computing systems and networks – Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks E-Safety – What is Cyberbullying?	Creating media - Stop-frame animation Capturing and editing digital still images to produce a stop frame animation that tells a story E-Safety – Website Ads and Promotions	Programming A - Sequencing sounds Creating sequences in a block-based programming language to make music. E-Safety – Passwords and Privacy	Data and information – Branching databases Building and using branching databases to group objects using yes/no questions. E-Safety – Email	Creating media – Desktop publishing Creating documents and modifying text, images and page layouts for a specific purpose. E-Safety – Online Communication	Programming B - Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. E-Safety – The Online World		
Personal Development								
PSHE & RSE	Relationships – Who am I?	Health & Wellbeing – Physical and Mental Wellbeing	Living in the Wider World – Community E-safety	Relationships – Harmful behaviour. Respect	Health & Wellbeing – Keeping Safe	Living in the Wider World – Careers		
P.E	Invasion Games Rugby Football Invasion games are team sports where the main goal is to invade the opponent's territory to score points or goals while preventing the other team from doing the same. These fast-paced games focus on teamwork, attacking, defending, and keeping possession of the ball or object in play.	Dance/Net games Additional to Dance we also offer Gymnastic lessons at Liberty Gymnastics center in Frome.	Invasion Games Basketball/Hockey Invasion games are team sports where the main goal is to invade the opponent's territory to score points or goals while preventing the other team from doing the same. These fast-paced games focus on teamwork, attacking, defending, and keeping possession of the ball or object in play.	Outdoor Adventures Outdoor adventures in PE build physical fitness, teamwork, confidence, and problem-solving skills through fun challenges in natural settings. They encourage resilience, communication, and cooperation while supporting a broad and balanced physical education curriculum.	Striking and fielding Striking and fielding games involve two teams where one team strikes a ball or object and runs to score points, while the other team fields (catches or retrieves) the ball to stop them scoring. These games develop skills like hand-eye coordination, throwing, catching, running, teamwork, and strategic thinking. Common examples include cricket, baseball, softball, and rounders.	Athletics Athletics is a sport that includes running, jumping, and throwing events. It covers sprints, middle- and long-distance races, hurdles, relays, as well as field events like long jump, high jump, shot put, and javelin. Athletics develops speed, strength, coordination, and endurance.		
R.E Year 4 has been edited.	Israelites in Ancient Egypt I This half term, Year 3 will discover some of the most well-known figures from the Bible and Torah through our “Israelites in Ancient Egypt” topic. Pupils will learn about the promise God made to Abraham and how it was fulfilled by his descendants. The class will follow the story of Joseph’s journey to Egypt, exploring how he came to play an important role in the Pharaoh’s court and how his family moved to settle in Egypt. Through storytelling and activities, children will deepen their understanding of these foundational stories and the impact they had on ancient civilisations and history.	Jewish celebrations This term, Year 3 will learn about important Jewish festivals such as Passover, Sukkot, Purim, Hanukkah, and Rosh Hashanah. Through stories, images, and activities, children will explore how these celebrations reflect key Jewish beliefs and teachings. They will discover what each festival means, how it is celebrated, and the symbols and traditions associated with them. The lessons include a range of engaging resources like lesson	Tudor Christianity This unit explores the major religious changes during the Tudor period. Children will learn about how Tudor monarchs, especially Henry VIII, played a key role in transforming religion in England, including the break from the Catholic Church and the creation of the Church of England. Pupils will also discover how figures like Martin Luther influenced new Christian beliefs and denominations. Through engaging lessons, the class will investigate how religion affected people’s lives and society during this time and how the monarchy’s decisions led to significant religious upheaval and the start of the English Reformation.	Why is Easter important? This topic offers an in-depth exploration of the story of Easter and its importance to Christians. Starting with Palm Sunday and ending on Easter Sunday, Year 3 will study all the key events of Holy Week. Children will learn how Jesus entered Jerusalem, the significant moments of the Last Supper, His crucifixion on Good Friday, and His resurrection on Easter Sunday. Lessons include detailed plans, informative slides, engaging activities, differentiated worksheets, and more, helping pupils understand why these days are so important in the Christian calendar and how	Who was Buddha? This term, our year 3 children will learn about the key principles of Buddhism and the meanings behind some important Buddhist symbols. Through a variety of fun, hands-on activities, they will explore how Buddhists worship and celebrate special religious days. The lessons include colorful slides, engaging stories, differentiated worksheets, crafts, and quizzes to help children understand Buddhist beliefs and practices in an interactive way. Children will discover symbols like the Dharma Wheel, the Lotus Flower, and animals that have special meanings in Buddhism.	Buddhist worship and beliefs the Buddhist religion in a lively and engaging way. Your class will find out who Siddhartha Gautama was and how he became Buddha, what Buddhists believe and how they worship. They will also be challenged to think about what they believe about life, death and everything in between. With lesson plans, informative slides, activity ideas and differentiated worksheets, this RE scheme of work provides everything you need to teach your class about Buddhist worship and beliefs. And who knows... your class may even start behaving better to improve their karma!		

				plans, slides, worksheets, crafts, and quizzes to help bring these special Jewish celebrations to life for the children.			they reflect God's love and sacrifice.			
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White Rose Math's

The White Rose Maths scheme is a structured, mastery-based program used throughout the year that helps children build strong maths skills step-by-step. It follows the National Curriculum and focuses on three key areas: fluency, reasoning, and problem solving. Children move through learning in clear small steps, starting with concrete objects, then pictorial representations, and finally abstract concepts. This approach supports deep understanding and confidence in math's. The scheme is designed to engage children with fun, interactive lessons while ensuring consistent progress over the year. Parents can support learning at home with available resources and activities aligned to the White Rose steps.

Some topics within the curriculum will be thoughtfully adjusted to meet the unique needs and interests of the children. However, targets and outcomes will be kept in line with the National Curriculum to ensure that all children get the same opportunities. Pupils will be taught according to their individual stage of understanding rather than age, with progress assessed carefully and empathetically through a range of methods such as discussions, observations, self-assessments, and differentiated tasks. This approach ensures that assessment is accurate, supportive, and tailored, enabling each child to flourish in their learning journey