

Lionel Walden Primary School: Long Term Plan – Year 3 2025/26

| Area of Learning | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Life skills | Values and Learning Behaviours | Ready, Respectful and Safe | Kindness | Dream Big | Staying Positive | Managing Change | Healthy Lifestyles |
| | Wider Experience | Harvest Food Bank Appeal National Poetry Day | Church Carol Concert Remembrance Day Anti-Bullying Week | Internet Safety Week RE Day | World Book Day Science Week Shakespeare Week | International Week | Healthy Week Summer Camp |
| | PSHE/RSE | Myself & My Relationships Beginning & Belonging What is my role in helping my school be a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? Who are the different people in my network who I can ask for help? | Myself & My Relationships My emotions Why is it important to accept and feel proud of who we are? What does the word 'unique' mean and what do I feel proud of about myself? Why is mental wellbeing as important as physical wellbeing? How can I communicate my emotions? Can I recognise some simple ways to manage difficult emotions? What does it mean when someone says I am 'over reacting' and how do I show understanding towards myself and others? How do my actions and feelings affect the way I and others feel? How do I care for other people's feelings? How can I talk to about the way I feel? How can I disagree without being disagreeable? Anti-bullying | Citizenship – Working Together What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others? Healthy & Safer Lifestyles Healthy Lifestyles What does healthy eating and a balanced diet mean? What is an active lifestyle and how does it help me to be healthier? What is mental wellbeing and how is it affected by my physical health? How much sleep do I need and what happens if I don't have enough? How can I plan and prepare simple, healthy meals safely? How can I look after my teeth and why is it important? | Diversity & Communities What have we got in common and how are we different? • How might others' expectations of girls and boys affect people's feelings and choices? • How are our families the same and how are they different? • Do people who live in my locality have different traditions, cultures and beliefs? • How does valuing diversity benefit everyone? • Why are stereotypes unfair and how can I challenge them? • How do people in my locality benefit from being part of different groups? • What are the roles of people who support others with different needs in my community? • How does the media work in my community? • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? | Healthy & Safer Lifestyles Managing - Safety & Risk How do I feel in risky situations and how might my body react? • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? • What actions could I take in an emergency or accident and how can I call the emergency services? • What are the benefits of using the roads and being near water and how can I educate the risks? • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? Healthy & Safer – Digital Lifestyles How might my use of technology change as I get older, and how can I make healthier and safer decisions? • How does my own and others' online identity affect my decisions about communicating online? • How might people with similar likes & interests get together online? • Why is it important to ration the time we spend using technology and/or online? • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? | Healthy & Safer – Lifestyles Relationships & Sex Education How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • What can my body do and how is it special? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? |
| Languages | English Key Texts | Stone Age Boy Autumn Is Here Poem | The Worst Witch The Little Shoemaker The Secret of Black Rock | The Incredible Book Eating Boy Fantastic Mr Fox | The Journal of Iliona A Young Slave Girl | The Street Beneath My Feet Skeletons and Muscles by Ben Hoare | Esio Trot The Magic Paintbrush – Narrative |
| | Writing Outcomes | Writing to entertain – Poetry Writing to entertain – Narrative | Writing to persuade Advertisements Persuasive letter | Writing to entertain - Narrative: Comedy Diary | Writing to Inform – Diary Explanation | Writing to inform - Explanation Non-chronological report | Writing to entertain – Narrative: Adventure Narrative - Traditional Tale |
| | MFL - French | I'm Learning French Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French | Animals – Les Animaux Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better those articles/ determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). | Musical Instruments – Les Instruments Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/ determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high-frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. | Fruits – Les Fruits Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike. | Ancient Britain Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age. | Ice creams – Les Glaces Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. |
| STEM | Maths | Place value within 1,000 Addition and subtraction | Addition and subtraction Multiplication and division | Multiplication and division Length and perimeter | Fractions Mass Capacity | Fractions Money Time | Time Angles and properties of shape Statistics |
| | Science | Light (Physics) – What is a shadow? 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 sizes of shadows change | Forces and magnets (Physics) – How do magnets work and what can they be used for? Compare how things move on different surfaces. Know how a simple pulley works and use making lifting an object simpler. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract and repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a | Animals including humans (Biology) – Why do animals have skeletons? What is a healthy diet and why is it important? Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. • Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Rocks and soils (Chemistry & Biology) – Are all rocks the same? What is in soil? Compare and group together different kinds of rocks based on their appearance and simple physical properties 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 (Biology) – Why do plants have flowers? Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 | Plants (Biology) – Why do plants have flowers? Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |

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| | | | magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets with attract or repel | | | | |
| | DT | Hunter gatherer – seasonality. Making Stone Age Stewed Fruit. Begin to understand seasonality. | Battery Operated Lights Select materials and components to make light. . | .Juggling Balls Cut around a template and run a stitch for the hem. | Juggling Balls Cut around a template and run a stitch for the hem. | Healthy Week – understand seasonality Understand seasonality and know where and how a variety of ingredients are grown. | Edible Garden Use kitchen tools correctly to make a healthy meal. . |
| | Computing | Online Safety | Coding with Scratch | Online Searchers and Surfers | Online Safety | Presentation Skills | Programming with Scratch |
| | Online Safety | Online safety will cover aspects of: <ul style="list-style-type: none"> Health, Wellbeing and Lifestyles Online Relationships Self-Image and Identity | | Online safety will cover aspects of: <ul style="list-style-type: none"> Online Bullying Online Reputation | | Online safety will cover aspects of: <ul style="list-style-type: none"> Managing Online Information Copyright and Ownership Privacy and Security | |
| Humanities | Geography | Climate Zones Identify the different lines of latitude and explain how latitude is linked to climate. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Compare temperate and tropical climates. Explore weather patterns within a climate zone. Write a weather forecast for a typical day in your choice of climate zone. Identify the characteristics of each climate zone | | North America Locate North America on a world map and explore the landscape Identify countries within North America and the states within the USA Explore the physical geography of the Rockies Describe the physical geography of Mount St Helens and the impact it has on the surrounding area Compare the landscapes of different US states Compare New York State, New York City and where I live . | | Rio and South-East Brazil Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America. Compare key facts about Brazil with your country. Use photographs and information texts to imagine what daily life in Rio might be like. Identify how my life is linked to Rio and the South East of Brazil. | |
| | History | The Stone Age to The Iron Age What is prehistory? How did hunter-gatherers live in Stone Age Britain? What kind of sources tell us about the Stone Age? What was Skara Brae? What was Stonehenge? How did people live in the Bronze Age? What was life like in an Iron Age hillfort? NC Obj: changes in Britain from the Stone Age to the Iron Age eg <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture | | The Romans Where did the Roman Empire come from? How did the Roman army help to expand the Roman empire? What was Britain like before the Romans invaded and how did Britain become part of the Roman Empire? Who was Boudica and how did she rebel against the Romans? What did the Romans build after they settled in Britain? What can archaeological sites tell us about Roman Britain? What lasting impact did the Romans leave in Britain? NC Obj: the Roman Empire and its impact on Britain eg <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | | The Tudors Who were the Tudors? Who were Henry VIII's wives? How did religion change during the time of the Tudors? What was the Spanish Armada? What impact have the Tudors had on Britain today? NC Obj: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | |
| | RE | Creation – How was the world created? Find out what do people believe about the creation of our world. Christian harvest. | Who is Jesus? Christmas today, is it really about Jesus? How do Christians celebrate Christmas? Compare and discuss their own traditions and beliefs. | The Hindu Community What does it mean to be Hindu's? Think about God's, Mandir (a Hindu temple), Diwali recapping from Year 2. | Is Easter a festival of new life or sacrifice? Find out about the Easter story, Good Friday and New Life. Discuss why Easter is seen as both happy and sad for Christians. Spring – a time of new life, discuss the way Hindus welcome babies. | What makes Sikhs special? Who is a Sikh? What do Sikhs believe? Who is special? Learn about their special place of worship?(Gurdwara) Sample so Sikh food. A Kara is a steel or iron bracelet, that identify a Sikh as dedicated to their religious order. | Revision and comparison Look at the Hindu religion, Christianity and Sikhism. Make comparisons about the way they live their life, where they worship, who they worship and similarities and differences. |
| By the end of year 3 children should be able to learn about religion and belief by: <ul style="list-style-type: none"> Recalling the different beliefs and practices of Christianity and at least one other religion. Retelling some of the religious and moral stories from at least three different religious texts and books. Understanding what it looks like to be a person of faith. Using key words and vocabulary related to Christianity and at least one other religion. and to learn from religion and belief by: <ul style="list-style-type: none"> Suggesting and find meanings behind different beliefs and practices. Suggesting meanings of some religious and moral stories and suggest how these relate to right and wrong. Asking and responding to questions about what individuals and faith communities do and why. Using a range of different medium to creatively express their own ideas, thoughts and opinions. Beginning to explain their ideas. Expressing their own ideas and opinions and begin to give good reasons for those ideas. Using a range of different medium to express their thoughts. | | | | | | | |
| Creative Arts | Art & Design | Georgia O'Keeffe "Flowers" -Oil pastels To learn about great artists such as Georgia O'Keeffe. | Georgia O'Keeffe "Flowers" -Oil pastels To improve their mastery of drawing and using oil pastels. | George Seurat "Pointillism" -Painting To learn about great artists such as George Seurat. | George Seurat "Pointillism" -Painting To improve their mastery of painting techniques by exploring the pointillism technique. | Hans Holbein "Henry VIII Portrait" -Collage To use sketch books to record their observations. To learn about great artists such as Hans Holbein. | Hans Holbein "Henry VIII Portrait" -Collage To work with and cut a variety of materials to create a collage. |
| | Music | Sing Up: I've Been To Harlem Compose a pentatonic ostinato. | Sing Up: March from The Nutcracker Develop a sense of beat and rhythmic pattern through movement. | Sing Up: Latin Dance & Sing Up Mambo Sing syncopated rhythms and recognise a verse, chorus structure. | Years 3 & 4 Musical Production Singing a range of songs – e.g. call and response. Performing to different audiences. | Charanga A: Bringing Us Together Improvise using 2 notes and create their own simple rhythm patterns. Sing Up: Samba With Sergio (as part of International Week)Perform call and response rhythms by ear using word rhythms and transfer rhythms to instruments. | Learning Recorders – whole class instrument. Reading staff notation. |
| Sports | PE & Games | Mindfulness (health and wellbeing) Exploring relaxation techniques. Performing meditative balances. Rugby | Weather (dance) Responding to stimuli and creating dance sequences. Symmetry and Asymmetry (gym) Create symmetrical and asymmetrical balances on apparatus. | Witches and Wizards (dance) Create motifs with a partner in character. Dodgeball Developing moving and changing direction at speed. | Wild Animals (dance) Developing a character dance into an extended sequence. Netball Introduce passing, receiving and creating space. Introduce scoring and the concept of shooting. | Athletics Explore acceleration and develop running for speed in a team. Swimming Water confidence Aquatic breathing Travel and co-ordination | Cricket Understand the concept of batting and fielding. Introduce throwing over arm. Tennis Creating space to win a point and outwitting an opponent. |