

## MPPS Year 3 Curriculum Long-Term Plan 2026-27

Titles in Red indicate Curriculum Vision Books to be used.

|                                                                 | Autumn 1.1                                                                                                                                                | Autumn 1.2                                                                                                                                          | Spring 2.1                                                                                                                                                                              | Spring 2.2                                                                                          | Summer 3.1                                                                                                          | Summer 3.2                                                                                                                                                 |
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| <b>Assemblies</b><br><b>SMSC Links</b><br><b>British Values</b> | School Value- <b>Aspirational</b><br>Safeguarding – worries<br>Yom Kippur<br>Protected Characteristics<br>Black History Month<br>School Council<br>Diwali | School Value- <b>Connected</b><br>Remembrance<br>Anti Bullying Week<br>British Value- Democracy<br>Advent<br>British Value- Rule of Law<br>Nativity | School Values- <b>Happy &amp; Immersed</b><br>Martin Luther King Day<br>Safeguarding – scenarios<br>British Value- Individual Liberty<br>Children’s Mental Health Wk, Safe Internet Day | School Values <b>Energised</b><br>British Science Week<br>Eid-ul-Fitr<br>World Poetry Day<br>Easter | School Value- <b>Valued</b><br>Vaisakhi<br>British Value- Mutual Respect and Tolerance<br>Eid Ul Adha<br>Sun Safety | School Value- <b>Empowered</b><br>Hajj and Eid-ul-Adha<br>World Refugee Week<br>Windrush Day<br>Water Safety<br>Stranger Danger<br>Y6 Musical              |
| <b>English Texts</b>                                            | Coming to England by Floella Benjamin<br><br><b>Poetry:</b> Dance with Me, Autumn by The Literacy Company                                                 | Winter’s Child by Graham Baker- Smith                                                                                                               | The Fossil Girl by Catherine Brighton<br><br><b>Poetry:</b> The Magnificent Bull                                                                                                        | Iron Man- Ted Hughes                                                                                | Journey by Aaron Becker                                                                                             | Zeraffa Giraffa by Dianne Hofmeyr<br><br><b>Poetry:</b> Apes and Zebras                                                                                    |
| <b>English Writing Outcomes</b>                                 | <b>Recount:</b> write a letter in role recounting events of the story.<br><br><b>Poetry Outcome:</b> Descriptive poem                                     | <b>Fiction:</b> write a fantasy story based on a fable                                                                                              | <b>Recount:</b> write a fossil journal.<br><br><b>Poetry outcome:</b> write and perform a Dinka-inspired poem about the blue whale.                                                     | <b>Persuasion:</b> letter for the Iron Man to fight the Space Bat Angel.                            | <b>Fiction:</b> write an adventure story based on Journey using the language of Berlie Doherty                      | <b>Persuasion:</b> write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris<br><br><b>Poetry outcome:</b> write a concrete poem about a giraffe. |
| <b>Maths</b>                                                    | Number sense and exploring calculation strategies<br>Place Value<br>Graphs                                                                                | Addition and subtraction<br>Length and perimeter                                                                                                    | Multiplication and division<br>Calculating with multiplication and division                                                                                                             | Time<br>Fractions                                                                                   | Angles and Shape<br>Measures                                                                                        | Applying multiplicative thinking<br>Exploring calculation strategies and place value                                                                       |

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| <b>Science</b>          | <b>Rocks</b><br><br>Rocks<br>Rocks and Soil                                                                                                    | <b>Forces and Magnets</b><br><br>The Magic of Magnets<br>Forces and Movement                                                          | <b>Animals including Humans</b><br><br>Moving and Growing<br>The Body Book<br>Food and a Healthy Diet                                                                                                                    | <b>Plants</b><br><br>The Plant Book<br><br><b>EXPERIENCE:</b><br>Oakwell Hall visit to incorporate plants and map skills | <b>Introduce Light</b><br><br>Light and Dark<br>Light and Shadows                              | <b>Revisit Rocks end point- not covered again)</b><br><b>Animals inc humans revisit</b><br><br><b>EXPERIENCE:</b><br>National Coal Mining Museum |
| <b>History</b>          | Introduce<br>Changes in Britain Stone Age - Iron Age<br>The Stone Age<br><b>EXPERIENCE:</b><br>Portals to the Past - Stone Age to Iron Age Day |                                                                                                                                       |                                                                                                                                                                                                                          |                                                                                                                          | Roman Empire<br>Roman Impact on Great Britain<br><br><b>EXPERIENCE:</b><br>3.1 - Roman Day     |                                                                                                                                                  |
| <b>Geography</b>        |                                                                                                                                                | Unit 1<br>Geographical Skills and Fieldwork - Compass and Human physical features<br><br>Finding Your Way About The Earth as a Magnet | Unit 2<br>Locational Knowledge UK study<br><br>Snapshot of the UK<br>Where we Live<br>Europe Atlas                                                                                                                       | Unit 4<br>Geographical Skills and Fieldwork - OS maps and scales                                                         |                                                                                                | Unit 3<br>Human and Physical Geography<br>UK Revisit                                                                                             |
| <b>Art &amp; Design</b> |                                                                                                                                                | <b>Block B - Printmaking</b><br>Create monoprints and explore mark making and pattern with printing tools.                            | <b>Block C- Textiles and Collage</b><br>Explore pattern and colour combinations Use collagraph and Plasticine blocks and tie dye<br>Explore positive and negative space Explore line and shape and create paper collage. |                                                                                                                          | <b>Block E - Painting</b><br>Use a range of paint techniques to create backgrounds for effect. |                                                                                                                                                  |

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| <b>Design &amp; Technology</b> | <b>Block A- Textiles</b><br>How can you make a box out of cloth?                                                                                                                               | <b>Block B- Food and Nutrition</b><br>What do we mean by a balanced diet?                                                                            |                                                                                                                                                                     | <b>Block C- Mechanisms</b><br>How can you do a lot of work with little effort?                                                                                      |                                                                                                                                                 | <b>Block E-Systems</b><br>How are things powered?                                                                                                                                                                |
| <b>Computing</b>               | Natterhub term 1 L1&2<br><br>Stop frame animation                                                                                                                                              | Natterhub term 1 L3<br><br>Sequencing sounds                                                                                                         | Natterhub term 2 L1&2<br><br>Branching databases                                                                                                                    | Natterhub term 2 L3&4<br><br>Desktop publishing                                                                                                                     | Natterhub term 3<br><br>Events and actions in programs                                                                                          | Natterhub term 3                                                                                                                                                                                                 |
| <b>Music</b>                   | Let Your Spirit Fly<br>R&B, Western Classical, Musicals, Motown, Soul                                                                                                                          | Glockenspiel Stage 2                                                                                                                                 | R&B, Western Classical, Musicals, Motown, Soul                                                                                                                      | The Dragon Song<br>A little bit funky and music from around the world                                                                                               | Bringing Us Together<br>Disco                                                                                                                   | Reflect, Rewind, Replay                                                                                                                                                                                          |
| <b>PSHE</b>                    | <b>Me and My Relationships</b> As a rule; Looking after our special people; How can we solve this problem? Dan's Dare; Thunks; Friends are special; What do we mean by consent in friendships? | <b>Valuing Differences</b> Family and friends; Respect and challenge; Our friends and neighbours; My community; Let's celebrate our differences; Zeb | <b>Keeping Myself Safe</b> Safe or unsafe; Danger or risk? Alcohol and cigarettes: the facts; The risk robot; Super searcher<br>None of your business; Help or harm | <b>Rights and Respect</b> Our helpful volunteers; Recount task; Harold's environmental project; Helping each other stay safe<br>Can Harold afford it? Earning money | <b>Being My Best</b> Derek cooks dinner; For or against? I am fantastic<br>Poorly Harold; Body teamwork; Top talents<br>-What is mental health? | <b>Growing and Changing</b> Relationship tree; Secret or surprise; Body space; Basic first aid; What is the law and why do we have it? What are emergency services? First aid: Emergencies and calling for help. |
| <b>PE</b>                      | Hands feet and equipment                                                                                                                                                                       | Strike, react, rally                                                                                                                                 | React, Roll, retrieve                                                                                                                                               | Run, jump, throw                                                                                                                                                    | Pass, position, patience                                                                                                                        | Accuracy, power, distance                                                                                                                                                                                        |
|                                | Inspire create and perform                                                                                                                                                                     | Look, run, avoid                                                                                                                                     | Agility, balance, coordination                                                                                                                                      | Fair, share, dare                                                                                                                                                   | Duel, win, lose                                                                                                                                 | Jump, Shape, Create                                                                                                                                                                                              |
| <b>RE</b>                      | How do Jews use stories to remember God's covenant?<br><b>Diwali (21<sup>st</sup> October)</b>                                                                                                 | How do different people express their spirituality?                                                                                                  | Why do the lives of the Gurus inspire Sikh believers?<br><b>EXPERIENCE:</b><br><b>Visit to a Sikh Gurdwara</b>                                                      | How do creation stories help people understand world?                                                                                                               | How do Jews use stories to remember God's covenant?                                                                                             | Spirited Arts Competition                                                                                                                                                                                        |

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| <b>MFL</b>                         | Introduction to the Arab world<br>Arabic alphabet<br>Greetings and Personal information                           | Numbers 0-10<br>Conversation<br>Days of the week:                                                                          | Colours<br>Classroom Equipment<br>Animals                                                                          | Family<br>Weather                                                   | Fruit and Vegetable<br>Facial features<br>Rooms in the house             | Sport<br>Transport                                                                                             |
| <b>Reading Comprehension Texts</b> | The Egyptian Cinderella by Shirley Clim                                                                           | The Sea Book<br>Charlotte Milner                                                                                           | Ice Palace<br>Robert Swindles                                                                                      | The Morning I Met a Whale – Michael Morpurgo                        | Blue by Britta Teckentrup<br>Genre – Fiction: adventure, Information     | Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)<br>Genre – Information |
| <b>Other Quality Texts</b>         | Illustrated Myths from Around the World- Anja Klauss                                                              | Bringing the Rain to Kapiti Plain- Beatri Vidal & VernAardema                                                              | James & the Giant Peach- Roald Dahl                                                                                | The Iron Woman: 25 <sup>th</sup> Anniversary Ed- Ted Hughes         | The Corinthian Girl- Christina Balit<br>Michael Rosen's A- Michael Rosen | Zeraffa Giraffa- Diane Hofmeyr & Jane Ray<br>Trouble At School- Chris Higgins                                  |
|                                    | The Trouble With Dragons- Debi Gliori<br><br>Bad, Bad Cats -Roger McGough<br><br>The Lost Treasure- Jan Stradling | Brave and the Fox- Seb Braun & Nicola Davies<br>Toad Attack!- Patrice Lawrence<br><br>Bilal's Brilliant Bee- Michael Rosen | Isadora Moon Goes on a School Trip- Harriett Muncaster<br>Michael Rosen's Book of Very Silly Poems – Michael Rosen | The Leopard's Drum – Jessica Souhami<br>King of Space- Jonny Duddle | When Jessie Came Across the Sea- Amy Hest & P J Lynch                    | Attack of the Slime: Mortimer Keene- Tim Healy<br>Laureate's Choice: 101 Poems for Children- Carol Ann Duffy   |
| <b>Code</b>                        | Same Author                                                                                                       | Same Theme                                                                                                                 | Diversity                                                                                                          | Poetry                                                              |                                                                          |                                                                                                                |