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|  | **Year 3 Long Term Curriculum Plan 2025 / 26** | | | | | | | | | | | | | | | | | | | | | | | |
| **English** | Narrative – Stone Age Boy | | Instructions - Jumanji | | | | Fantasy Narrative – Winters Child | | | | | NCR - Leaf | | | Historical Narrative – Escape to Pompei | | | Persuasive leaflet – Zeraffa Giraffa | | Narrative letter – Hortense and the Shadow | | | Narrative – Into the Forest | |
| **Maths** | Place Value | Addition and Subtraction | | Multiplication and Division A | | | | Multiplication and Division B | | | Length and perimeter | | | Fractions a | Mass & Capacity | Fractions B | | | Money | Time | | Shape | | Statistics |
| **Science** | Rocks | | | | | Forces and Magnets | | | | | | | Light | | | | Animals inc humans | | | | Plants | | | |
| **Computing** | Information Technology  Word Processing | | | | Digital Literacy/ E-Safety  Self Image and Identity (Project Evolve) | | | | | | Computer Science  Computational Thinking (DARES) | | | | Information Technology  Handling Data (DARES) | | | | Digital Literacy  Online Relationships (Project Evolve) | | | Computer science  Coding and Programming (DARES) | | |
| **History** | Stone Age to Iron Age | | | | | | | | | The Romans | | | | | | | | | Local History: Bleachworks | | | | | |
| **Geography** | UK | | | | | | | Rivers & Water Cycle | | | | | | | North America | | | | | Fieldwork | | | | |
| **Art** | Gestural Drawing with Charcoal | | | | | | | Sculpture, Structure, Inventiveness & Determination | | | | | | | Making Animated Drawings | | | | | Exploring Still Life | | | | |
| **Design & Technology** | Construction/Mechanics and Electronics | | | | | | | | Materials and Construction | | | | | | Cooking and Nutrition | | | | | Materials | | | | |
| **PE** | Gymnastics | | | | Dodgeball | | | | | | Swimming | | | | Swimming | | | | Athletics | | | Rounders | | |
| Fundamentals | | | | Netball | | | | | | Dance | | | | Tag Rugby | | | | Tennis | | | OAA | | |
| **Music** | Rhythm and Composition  Unit 1 Binary Composition AB | | | | | | | | | | | | | | Inter-related dimensions of Music  Unit 1 - Notating dynamics and tempo | | | | | | | | | |
| **MFL** | Greetings | | | | Family & Playground Games | | | | | | The Body | | | | It Grows | | | | Sport & Healthy Living | | | Weather Reports | | |
| **PSHE** | Relationships  How can we be a good friend? | | | Health and wellbeing  What keeps us safe?  Our bodies, hygiene, medicines, household products | | | | | | | Relationships  What are families like?  Families; family life; caring for each other | | | | Living in the wider world  What makes a community?  Similarities and difference, respect for one another | | | | Health and wellbeing  Why should we eat well and look after our teeth | | | Health and wellbeing  Why should we keep active and sleep well?  Being healthy; keeping active, taking rest | | |
| **RE** | Believing  Why is Jesus inspiring to some people? | | | | | | | Expressing  Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people | | | | | | | Living  What does it mean to be a Hindu in Britain today? | | | | | Living  What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) | | | | |
| **Enrichment & Experiences** |  | | | | | | | | | | | | | | | | | | | | | | | |