Year 3 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities	The River Dee - Geography		Tatton Park History		Liverpool Museum **History**	
Physical Education	**Gymnastics** **Fundamentals** **Tennis**	**Hockey** **Dance**	**Gymnastics** **Netball**	**Fitness** **Basketball**	**Rounders** **Balls skills**	**Football** **Athletics**
Science	**Animals including humans** By the end of this segment children will be able to: 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. 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,		**Rocks** By the end of this segment children will be able to: Compare and group together different kinds of rocks on the basis of 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** By the end of this segment children will be able to: 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 Investigate the way in which water is transported within plants. Explore the part that	**Forces and magnets** By the end of this segment children will be able to: Compare how things move on different surfaces. Notice that some forces need contact between 2 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	**Light** By the end of this segment children will be able to: 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 an opaque object.

			flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	magnet and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	Find patterns in the way that the size of shadows changes.
	Working scientifically By the end of this segment children will be able to: Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.				
History		**Stone Age to Iron Age** By the end of this unit, children will: Know the Stone Age was prehistoric and split into 3 parts. Explain how people started as hunter-gatherers and developed to farmers. Know how homes changed over time, from caves and simple shelters to roundhouses. Describe the changes in how materials/methods were used to make tools over time. Know about Skara Brae and Stonehenge and what Historians can learn from these places.	**Ancient Egypt** By the end of the unit, children will: Know where and when the earliest civilisations began. Know that Pharoahs were the rulers and believed to be gods. Know the importance of the River Nile to the Ancient Egyptians. Explain the relevance of mummification and pyramids in their beliefs of the afterlife. Explain how things like hieroglyphs and the discovery of Howard Carter help us understand about life in Ancient Egypt	
Geography	**What are the rivers and how are they used?** By the end of this segment children will: Identify water stores and processes in the water cycle.		**Are all settlements the same?** By the end of this segment children will: Locate some cities in the UK. Describe the difference between villages,	

	Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. **Who lives in Antarctica?** **By the end of this segment children will:** Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothing researchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as		towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.

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Art and Design	**Drawing: Developing skills** By the end of this segment children will be able to: Use their observation skills to describe specific shapes, textures or patterns in objects. Shade with a reasonable degree of accuracy and skill following the four shading rules. Use mark marking to show texture and details. Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. Apply shading skills to show areas of light and dark (tone). Apply line, shape and tone with digital tools. Save and present digital artwork		**Painting and mixed media:** By the end of this segment children will be able to: Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large-scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.		**Craft Design: Ancient Egyptian scrolls** By the end of this segment children will be able to: Recognise and discuss the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Begin to experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately, showing an understanding of effective composition. Have a clear idea of the subject of their zine, including a range of images and information.	
Computing	**Computing Systems and Networks: Connecting Computers** By the end of this segment children will: Explain how digital devices function. Identify input and	**Creating Media: Desktop Publishing** By the end of this segment children will: Recognise how text and images convey information. Recognise that text and layout can be	**Data and Information: Branching Databases** By the end of this segment children will: Create questions with yes/no answers.	**Creating Media: Animation** By the end of this segment children will: Explain that an animation is a sequence of drawings or photographs. Relate animation	**Programming A: Sequence in Music** By the end of this segment children will: Identify that each sprite is controlled by the commands they choose. Explain that a	**Programming B: Events and Actions.** By the end of this segment children will: Explain how a sprite moves in an existing project. Create a program

	output devices. Recognise how digital devices can change the way we work. Explain how a computer network can be used to share information. Explore how digital services can be connected.	edited. Choose appropriate page settings. Add content to a publishing program. Consider how different layouts can suit different purposes	Identify the object attributes needed to collect relevant data. Create a branching database and identify objects. Explain why it is helpful for a database to be well structured.	movement with a sequence of images. Plan, improve, and evaluate an animation.	program has a start. Recognise that a sequence of commands can have an order. Create a project from a task description.	to move a sprite in four directions. To adapt a program to a new context. Develop their program by adding features. Design and create a new maze based challenge. e
Design and Technology	**Structures: Products & Packaging** **By the ned of this segment children will:** Investigate and analyse a range of existing packaging products, identifying shapes, form and function. Evaluate what makes good packaging and what shapes suit which products. Design, make and evaluate product packaging, following a design criteria. Use CAD software (Sketchpad) to create 2D shapes that form the net of 3D shapes, including the tabs. Give and receive feedback and identify errors in nets to help suggest improvements. Cut, fold and stick the parts of a net together to make a 3D shape. Use ribbing to strengthen packaging. Decorate packaging with an intentional design that shows its function.		**Cooking & Nutrition: Eating Seasonally** By the end of this segment children will: Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where. Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment. Identify which foods grow in which season and find recipes that contain seasonal foods. Know that importing food impacts the environment. Identify the equipment used to prepare food and explain why food needs to be prepared safely. Describe the taste of various fruits and vegetables and identify flavours. Design a seasonal dish and describe the ingredients' nutritional benefits. Evaluate the dishes and give and receive feedback to identify strengths.		**Textiles: Egyptian Collars** By the end of this segment children will: Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. Develop appliqué 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 appliqué, cross-stitch, beads, buttons and pinking. Measure and attach a ribbon with a running stitch. Recognise different types and qualities of fabrics. Explain the aesthetic and functional properties of some of their material choices.	

French	**French greetings with puppets** By the end of this segment children will: Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation	**French adjectives of colour and Shape** By the end of this segment children will: Listen carefully to build correct sequences of three to four blocks. Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates. Use please and thank you. Listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour.	**French playground games: Numbers and age** By the end of this segment children will: Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('**un'**, '**eu**', '**oi**' and '**in**'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Change their answers and recognise number words. Listen carefully and relate sounds to a written phoneme. Recall numbers one to 12 with increasingly accurate pronunciation.	**In a French classroom** By the end of this segment the children will: Show their understanding of key vocabulary with a physical response. Attempt to imitate the pronunciation of vocabulary accurately. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using labels as a model. Speak clearly and present simple phrases when supported visually.	**French Transport** By the end of this segment children will: Explain strategies for working out the meaning of words. Recognise nouns that are cognates or near cognates. Recognise transport words in written form. Join in with a song using actions to aid recall. Form simple statements about a picture, using and adapting a model. Create a range of different phrases using a sentence builder. Generally, speak words with accurate pronunciation. Write a simple sentence, using a model for support and using two different accents.	**A circle of life** By the end of this segment children will: Source new vocabulary from the dictionary and apply the appropriate indefinite article (**un**/**une**). Build a range of sentences from a model, selecting appropriate vocabulary. Recognise key vocabulary and structure clue and use scientific understanding to solve a puzzle. Attempt to decode new sentences by using their context and sentence structure. Apply understanding of the sentence structure to generate new phrases.

				Use appropriate intonation to engage the audience.		
Music	**Ballads** By the end of this segment children will: Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.		**Developing singing technique** By the end of this segment children will: Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.	**Pentatonic melodies and composition** By the end of this segment children will: Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music		**Traditional instruments and improvisation** By the end of this segment children will: Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.
	<u>Whole School Weekly Active Listening Programme</u>					

Religious Education	**What makes us human?** By end of this segment children will be able to: Share their personal worldview. Explain how and why their worldview might change. Identify the difference between personal and organised worldviews. Ask and answer open-ended questions. Explain what is meant by a soul and express their ideas about what a soul means to them personally. Understand that some people believe that humans have a soul. Summarise the similarities and differences between what people believe about the soul. Express their ideas clearly and compare their own beliefs with others. Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self.	**Where do our morals come from?** By the end of this segment children will be able to: Explain what morals, rules and guidance are. Identify some of the ways people decide what is right and wrong. Evaluate how Golden Rules might help people make moral decisions today. Explain how some people remember important guidance using physical items. Identify similarities and differences between different religious guidance. Identify common themes across religious and non-religious guidance. Present their own ideas for a moral code and explain their ideas clearly.	**Is scripture central to religion?** By the end of this segment children will: Explain what some people mean by revelation. Evaluate the significance of scripture to some Jewish, Christian and Muslim people. Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah to show their importance. Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary. Make links between scripture from the Abrahamic religions. Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.	**What happens if we do wrong?** By the end of this segment children will be able to? Identify what actions might be seen as wrong and why. Identify what Christians believe about forgiveness from Bible stories. Describe how Jesus teaches forgiveness through his actions and words. Make simple links between Christian beliefs and actions such as prayer, repentance, and forgiving others. Describe similarities and differences between Christian and H Humanist ideas about forgiveness and saying sorry. Make simple links between beliefs about God's judgement and Jewish practices such as prayer, fasting, or giving Tzedakah. Recognise that many Muslims believe God judges people by both their actions and their intentions. Explain why some Hindus choose to live	**Why is water symbolic?** By the end of this segment children will: Making connections between religious stories and the importance of water. Identifying how water is used in some rituals. Suggesting what water might symbolise. Making links between beliefs and actions. Talking about why some Christians choose to be baptised. Explaining water's importance in religious and cultural contexts. Sharing thoughtful insights or reflections on water's importance. Articulating their own ideas about the value of water creatively.	**Why is fire used ceremonially?** By the end of this segment children will: Discussing different ways fire can be used and considering connections. Suggesting the symbolism of the Olympic flame. Discussing how someone at a Hindu ceremony might feel and what the fire might mean to them. Identifying the role of Shiva's fire in a story. Explaining why fire is used in some Zoroastrian ceremonies. Explaining why different Jewish candles might be lit. Suggesting symbols to represent remembrance. Discussing why Jesus is seen by many Christians as the 'light of the world'.

	State benefits and challenges relating to Buddhist meditation. Give examples of Buddhist meditation practices. Explain the reasons and purpose behind meditation. Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'.			morally and make good choices.		
PSHE	**Me and My Relationships** By the end of this segment children will: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities. Suggest appropriate rules for a range of settings. Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people.	**Valuing Differences** By the end of this segment children will: Reflect on listening skills. Give examples of respectful language. Give examples of how to challenge another's viewpoint, respectfully. Recognise that there are many different types of family. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'. Identify the different communities that they belong to. Recognise the	**Keeping Safe** By the end of this segment children will: Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two. Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations. Suggest ways of reducing or managing those risks. Evaluate the validity	**Rights and Respect** By the end of this segment children will: Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion', Understand how an event can be perceived from different viewpoints. Plan, draft and publish a recount using the appropriate language. Define what a volunteer is; Identify people who are volunteers in the	**Doing my Best** By the end of this segment children will: Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body. Explain what is meant by the term 'balanced diet'. Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of	**Growing and Changing** By the end of this segment children will; Identify different types of relationships. Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Understand what is meant by the term

	Rehearse and demonstrate simple strategies for resolving given conflict situations. Define and demonstrate cooperation and collaboration. Identify the different skills that people can bring to a group task. Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others. Consider others' points of view. Practise explaining the thinking behind their ideas and opinions. Explain what a dare is. Understand that no-one has the right to force them to do a dare. Suggest strategies to	benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what	of statements relating to online safety. Recognise potential risks associated with browsing online. Give examples of strategies for safe browsing online. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol. Know that most people choose not to smoke cigarettes; (Social Norms message). Define the word 'drug' and understand that nicotine and alcohol are both drugs. Demonstrate strategies for assessing risks. Understand and explain decision-making skills. Understand where to get help from when making decisions.	school community. Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) Define what is meant by the environment. Evaluate and explain different methods of looking after the school environment. Devise methods of promoting their priority method. Explain whose responsibility it is to	infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). Describe how food, water and air get into the body and blood. Develop skills in discussion and debating an issue. Demonstrate their understanding of health and wellbeing issues that are relevant to them. Empathise with different viewpoints. Make recommendations, based on their research. Identify their achievements and areas of development. Recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television/in the media. Explain some of the different talents and skills that people have	body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. Recognise and describe appropriate behaviour online as well as offline. Identify what constitutes personal information and when it is not appropriate or safe to share this. Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and

	use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Explain some of the feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation.	this is.		look after the local environment. Plan and carry out an event which will benefit the local environment.	and how skills are developed. Recognise their own skills and those of other children in the class. Demonstrate how working together in a collaborative manner can help everyone to achieve success. Understand and explain how the brain sends and receives messages through the nerves.	secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty.