Long Term Plan 2026/2027

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/ Visitors	Pantomime Fire safety talk Stone Age to Iron Age trip to Hanningfield Reservoir		* Walk to the River Crouch and around Burnham (Geography) * Burnham museum (history)		Colchester Zoo	
English Key Texts	**Fiction –**, The boy who unplugged the sea **Instructions** - How to wash a woolly mammoth Narrative – Aladin **Poem –** Linked to Class poem **Cold Task – Story** **Myths, Legends, Fables -** traditional tales compared to another countries traditional tale **Links to British values/ SMSC-** Children will be able to discuss and re-enact traditional stories from other cultures, such as Theseus and the Minotaur. This will encourage and develop communication skills as the children will be given the opportunity to reflect	**Fiction** – Narnia **Non-fiction: diary entry** – Mary Anning (links to science) **Letter –** Links to Black History month. Children to imagine they are Mae Jemison. **Links to British values/ SMSC-** Using the book 'The Tunnel' the children are given the chance to empathise with other characters in order to make the right choices.	**Fiction – The Tiny Seed** **Information texts** – Newspaper report (linked to History WWII) **Links to British values/ SMSC -** Children will be given the opportunity to extract meaning beyond the literal and will be able to consider alternative interpretation and hidden meanings whilst engaging with poetry.	**Fiction** – Peter Pan **Non-Fiction** – Instructions (George's Marvellous Medicine) **Non-Chronological Report** – (Science Link) How the body works. **Links to British values/ SMSC -** Children are given the opportunity to discuss how to keep themselves healthy and make positive choices. They will use their imaginations to develop their ideas as a group.	**Fiction** – Alice in Wonderland **Non-Fiction** Chronological report on water cycle. **Non-Fiction –** Diary entry (Linked to Mental Health – Sheila Rae the Brave) **Links to British values/ SMSC-** Children will be given the opportunity to extract meaning beyond the literal and here stories from a different culture/religion. They will learn about democracy and how to explain their ideas and opinions clearly.	**Fiction** – Finding Nemo **Non-Fiction**- Recounts (Linked to History topic) **Poetry** - The magic box **Links to British values/ SMSC-** The children will be able to consider alternative interpretation and hidden meanings whilst engaging with poetry.

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	and evaluate sensitively, on others performances.					
Maths	Number Geometry Measurement	Number Geometry Measurement Statistics	Number Measurement Geometry Statistics	Number Measurement Geometry	Number Measurement Geometry Statistics	Number Measurement Geometry
Science	**Light** – Light to see; reflection; sun dangerous; shadows. **<u>Links to British values/ SMSC-</u>** The children will work together to conduct investigations. The will learn how sunlight can be dangerous and form their own decisions about how to keep themselves safe in sunny weather by making sensible choices. **Forces and magnets; Magnetism -** Movement on different surfaces. **<u>Links to British values/ SMSC-</u>** The children will learn to work as part of a team to conduct investigations. They will develop skills around respect, co-operation and teamwork to carry out investigations and test their hypothesis.		**Rocks-** Properties, fossils. **Plants**- Functions of parts of a plant. Life and growth, flower life cycle. **<u>Links to British values/ SMSC-</u>** The children will discuss the functions of plants and how the reproduction of plants helps the environment. This will create discussions about what is special about life.		**Animals including humans-** Skeletons and muscles **Animals including humans** – Nutrition; *This will link to keeping healthy- children will look at hygiene, exercise, teeth* **<u>Links to British values/ SMSC-</u>** *In this topic the children will have an understanding of how the human body is made up. They will be involved in discussions about how we all look different on the outside but are similar on the inside* *The children will learn about balanced diets, they will continue to develop their understanding and responsibility of how to take care of themselves. They will be able to reflect upon their lifestyle and*	

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			will discuss how they can make better choices to stay healthy.
History	Changes from Stone Age to Iron Age **Links to British values/ SMSC-** *The children will build on their understanding of local geography, looking at how settlements have changed since the Stone Age. Children will be able to compare life as a stone age person to modern day living, for example looking at how they used hunting and gathering to survive.*	A local History study – Burnham **Links to British values/ SMSC-** *The children will develop their understanding of how a place local to them has changed over time. They will consider how people's beliefs have impacted the development of Maldon and how changes have affected the people who lived there.*	The Egyptians **Links to British values/ SMSC-** *By the end of this term the children will have an understanding of mutual respect and beliefs of the Ancient Egyptian culture. They will be able to compare the similarities and differences of the Ancient Egyptians and modern life, for example they will look at how the Egyptians communicated through hieroglyphs.*
Geography	**Rivers and Coasts** Exploring the physical geography associated with rivers and coasts, with a focus on the River Crouch and significant rivers in the UK. The children will also consider why rivers are important and why people may have chosen to build or live close to a river. **Links to British values –** The children will learn about how people's choices can be influenced by the physical geography of a place. They will gain a greater understanding of features within their locality and consider how this is different to other places within the UK.	**Locality Study: Counties and cities in UK** Topographical features, land use patterns. Human and physical geography of a UK region. Mountains, rivers and coasts of the UK and in the Mediterranean. **Links to British values** – *The children will explore the differences between urban and rural living, gaining mutual respect for one another.* They will gain a greater understanding of features within their locality and consider how this is different to other places within the UK.	**Mountains and the Water Cycle** Locate and name the famous mountain ranges in the world explain the human and physical geography in relation to mountain ranges. Identify and explain key elements of the water cycle and its importance for life. **Links to British values –** The children will gain an understanding of how the geography of an area can influence the way that people live their lives.
Art	**Sculpture and Painting** We will be looking at examples of Stone, Bronze and Iron Age art to give us ideas for our own artwork. We will be	**Sketching, Shading and Collage** We will be learning to sketch landscapes and practise shading techniques.	**Printing** We will look at the work of Jean Michel Basquiat to inspire our patterns.

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	creating work inspired by cave paintings using paint and natural materials. **Links to British values** *Children will gain an understanding of the importance of art in historical cultures. They will also learn how artists express their ideas and beliefs through their art.*	We will also be creating a collage using different resources for effect. **Links to British values** *Children will learn to work as part of a team to create their work, ensuring that they are respectful of the opinions of others.*	**Links to British values** *Children will investigate visual, tactile and other sensory qualities of their own and others work. In addition the children will explore Egyptian cultures and traditions.*
DT **Practical safety awareness ensures our children know how to handle and respect tools and equipment.**	**Cooking and Nutrition** Linking with their science, children will understand and apply the principles of a healthy and varied diet. They will begin to understand seasonality and know when, where and how food is grown. They will start to follow a recipe which uses a range of cooking techniques. **British Values/ SMSC** The children will learn to develop their own ideas about their designs and be respectful of the work and ideas of others.	**Weaving Wall Hanging** Children will understand that materials have a practical and aesthetic purpose. They will develop and follow simple design criteria, identifying a purpose for what they are making. Children will also explore a range of different materials, identifying what they are made from and where they are from. Within this topic, we will look at how prehistoric people used weaving to make clothes. **British Values/ SMSC** The children will learn to make healthy choices and understand how these choice can affect them.	**Pneumonic Monsters** The children will make a pneumonic monster using their knowledge of joining materials. **British Values/ SMSC** The children will work as part of a team to develop their ideas, ensuring that they both value and respect the opinions of others. The will use their imaginations to develop their design and reflect on their choices in order to improve their work.
Computing **E-safety awareness ensures our children make safe choices**	**Computing systems and networks. Connecting computers.** Children will develop their understanding of digital devices with an initial focus on inputs, processes and outputs. **Links to British values** *E-safety will be continued and built upon from year 2. The children will recap how to stay safe on the internet and the implications of leaving their 'digital footprint' on the internet. The children will be involved in discussions about*	**Stop Frame Animation** Children will use a range of techniques to create stop frame animation using tablets. They will apply skills to create a story based animation. **Links to British values** *The children will discuss appropriate gaming and apps. They will also discuss how to stay safe using these continuing to develop their own sense of personal responsibility.*	**Sequencing Sounds** Children will explore the concept of sequencing in planning through Scratch. They will be introduced to motion, sound and event blocks which the children will use to create programs. **SMSC/ British Values** The children will discuss cyber bullying and staying safe online, whilst developing a 'be smart on the internet' attitude

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ICT will be planned for in all areas of the curriculum	*'stranger danger' and how this influences choices they make on the internet.*		
PE	**See P.E overview**		
RE	**Theology Lens - Thinking through Believing** What do Muslims Believe about God? • Ask questions that believers would ask • Think like theologians • Explore questions and answers that arise from inside religions and worldviews **Links to British values –** *by the end of this term the children will have a deeper sense of respect for their own culture and will be able to discuss heroes and heroines from the Bible. They will have an understanding of what type of*	**Human & Social Science Lens – Thinking through Living** How do people express commitment to a religion or worldview in different ways? • Ask questions that people who study reality would ask • Think like human and social scientists • Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives **Links to British values –** *By the end of this term*	**Philosophy Lens – Thinking through Thinking** What is philosophy? How do people make moral decisions? • Ask questions that thinkers would ask • Think like philosophers • Explore questions and answers raised through considering the nature of knowledge, existence and morality **Links to British values –** *By the end of this term children will have gained an interest in other ways of doing things by looking at cultural differences. They will have a greater sense of curiosity about the*

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	person they are and will show mutual respect towards others.		*the children will have an understanding of tolerance towards other regions and beliefs. This will enable them to look at the similarities and differences of Judaism and Christianity (social development).*		*similarities and differences of Christianity, Judaism and Hinduism (cultural development)*	
RHSE & Mental Health ***Including - Challenging gender norms and stereotypes – transgender. Relationships and different families – homosexuality**	**RHSE: Keeping safe and Keeping Healthy** The children will learn about dangers around the home and the importance of listening to a trusted adult. They will also develop their knowledge around the differences between healthy and unhealthy choices. **Mental Health Focus:**Worry/anxiety/ anger Text: Silly Billy **Links to School values** *-Linking to looking after each other.* **Links to British and school values** – *by the*	**RHSE: Relationships, Growing and Changing. Being responsible.** The children will learn why it is important to care about other people's feelings and knowing who they can ask for help. They will also understand the difference between being responsible and irresponsible. . **Mental Health Focus:** Emotions/ Feelings Text: Not Now Bernard	**RHSE: Feelings and Emotions. Computer and Online Safety.** The children will learn how to recognize and name emotions and their effects. They will also be able to name the positive and negatives of using technology. **Mental Health Focus:**Empathy/ Kindness	**RHSE: Our World, the working world** The children will learn how to look after our world. **Mental Health Focus:** Self-esteem/ Self belief Text: Giraffes Can't Dance **Links to British values –** *by the end of this half term the children will have a sense of belonging, knowing the difference between the terms minorities and majorities. (social development).*	**RHSE: A World without judgement** The children will understand that people may have different beliefs, opinions and ways of living. **Mental Health Focus:** Differences/ Diversity Text: Not Like the Others **Links to British values –** The children will	**RHSE: Fire safety and First Aid** The children will learn how their actions and choices can affect others. **Mental Health Focus**: Bravery/Courage/Fear Text: The Wolf, the Duck and the Mouse **Links to British values –** The children will learn how to look after

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	end of this half term the children will have an understanding between right and wrong and moral conflict (mutual respect, moral development and the rule of law).	**Links to British values –** *by the end of this half term the children will have an enhanced understanding of their sense of self, by reflecting on their own feelings (spiritual development)* *-Pant law NSPCC*	Text: Monty The Manatee **Links to British values –** the children will understand and respect differences between families and recognise what makes a family. They will be able to explain how we show kindness and empathy towards others and why this is important.	*The children will have a greater understanding of cultural traditions and will show respect for their own cultures and others (cultural development)*	learn how to look after themselves and to make healthy choices. They will also learn to respect differences between themselves and others and appreciate why this is important.	themselves and to make healthy choices.
1decision PSHE — Autumn term **Unit 1: Keeping / Staying Safe (4 weeks)** Focus: Leaning out of Windows — What I've Learnt **Unit 2: Being Responsible (4 weeks)** Focus: Stealing — What I've Learnt			**1decision PSHE — Summer term** **Unit 7: A World Without Judgement (4 weeks)** Focus: Tolerance — What I've Learnt **Unit 8: Our World / The Working World (4 weeks)** Focus: Looking After Our World — What I've Learnt			Saying whether or not you have a pet. The negative form of verbs – no tengo Irregular plurals, e.g., pez – peces

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Unit 3: Feelings and Emotions (4 weeks) Focus: Grief — What I've Learnt **Additional mental health / British Values links** Worry, anxiety and anger (Silly Billy); emotions and feelings (Not Now Bernard). Respect, responsible choices and the rule of law; NSPCC PANTS guidance.		**Unit 9: Fire Safety / First Aid (4 weeks)** Focus: Texting Whilst Driving — What I've Learnt **Additional mental health / British Values links** Differences and diversity (Not Like the Others); courage and fear (The Wolf, the Duck and the Mouse). Respect for differences and personal safety.	ratón - ratones La Tomatina Festival
Music	ELEMENTS OF MUSIC Pitch, Rhythm, Tempo, Dynamics, Duration The basics of music demonstrated and developed via pair and group work creating short pieces. THE ART OF SINGING Vocal techniques, breathing, learning a variety of traditional songs for occasions. DEVELOPMENT OF CLASSICAL MUSIC & FAMOUS COMPOSERS **Links to SMSC/ British Values** The children will learn to appreciate how music and musicians are influenced by their culture and to respect the ideas and opinions of others. They will learn to work together as a team to create a finished piece of work. They will learn to respond to a piece of music and form their own opinions.	MUSIC FOR MOODS Cartoons, Film Music, Adverts. How music can influence mood and perception of images and the techniques involved. THE HISTORY OF POP MUSIC The Blues, Rock & Roll, Disco. How styles developed with the addition of new instruments and technology with a look at specific bands and artists. **Links to SMSC/ British Values** The children will learn to understand the influence of music and develop their own judgement about what they are hearing. They will learn to question what they can see and hear. They will learn to respect and appreciate other cultures.	MUSIC FROM AROUND THE WORLD The Development of Folk Music Music of The Far East, Music of India. How music differs in other parts of the world. RE-EXAMINATION OF THE ORCHESTRA A more advanced look at the orchestral palette and how instrumentation can colour a piece. CONTINUED VOCAL DEVELOPMENT Including some part singing, harmonies and varied styles. **Links to SMSC/ British Values** The children will hear music from different cultures and develop an appreciation of different backgrounds and styles of music. They will learn about respecting the ideas of others and working as a group to develop their work.