



# Long Term Plan 2024/2025

## 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 Day Hyde Hall (science)		* Walk to the River Crouch and around Burnham (Geography) * Burnham museum (history) * Colchester zoo (science)		Abberton Reservoir First site Gallery Colchester Or Freshwater theatre company Ancient Egyptians Exploration.	
English Key Texts	<p><b>Fiction</b> -, Rhythm of the rain, (linear narrative)  <b>Instructions</b> - How to wash a woolly mammoth  <b>Poem</b> - Linked to Class poem</p> <p><b>Cold Task - Story</b></p> <p><b>Myths, Legends, Fables</b> - traditional tales compared to another countries traditional tale</p> <p><b>Links to British values/ SMSC-</b>            Children will be able to discuss and re-enact traditional</p>	<p>Narrative – Narnia (Traditional story)</p> <p>Non-fiction: diary entry– Mary Anning [links to Science]</p> <p>Letter Children to write as if they were Mae Jemison – Links to Black History month.</p> <p><b>Links to British values/ SMSC-</b>            Using the book 'The Tunnel' the children are given the chance to empathise with other characters in order to make the right choices.</p>	<p><b>Fiction</b> - Alice in Wonderland  <b>Information texts</b> - Newspaper report (linked to History WWII)</p> <p><b>Links to British values/ SMSC</b> - Children will be given the opportunity to extract meaning beyond the literal and will be able to consider alternative interpretation and hidden meanings whilst</p>	<p><b>Fiction</b> - Mona (Viewpoint Narrative - first person)  <b>Non-Fiction</b> - Instructions (George's Marvellous Medicine)  <b>Non-Chronological Report</b> - (Science Link) How the body works.</p> <p><b>Links to British values/ SMSC</b> - 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.</p>	<p><b>Fiction</b> - The Ancient Egyptian Sleep over.  <b>Non-Fiction</b> Chronological report on water cycle.  <b>Non-Fiction</b> - Diary entry (Linked to Mental Health - Sheila Rae the Brave)  <b>Links to British values/ SMSC-</b>            Children will be given the opportunity to extract meaning beyond the literal and here stories from a different</p>	<p><b>Fiction</b> - Aladdin  <b>Non-Fiction-</b> Recounts (Linked to History topic)  <b>Poetry</b> - The magic box</p> <p><b>Links to British values/ SMSC-</b> The children will be able to consider alternative interpretation and hidden meanings whilst engaging with poetry.</p>



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	<p>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 and evaluate sensitively, on others performances.</p>		<p>engaging with poetry.</p>		<p>culture/religion. They will learn about democracy and how to explain their ideas and opinions clearly.</p>	
<b>Maths</b>	<p>Number Geometry Measurement</p>	<p>Number Geometry Measurement Statistics</p>	<p>Number Measurement Geometry Statistics</p>	<p>Number Measurement Geometry</p>	<p>Number Measurement Geometry Statistics</p>	<p>Number Measurement Geometry</p>
<b>Science</b>	<p><b>Rocks-</b> Properties, fossils.</p> <p><b>Plants-</b> Functions of parts of a plant. Life and growth, flower life cycle.</p> <p><b>Forces and magnets; Magnetism -</b> Movement on different surfaces.</p> <p><u>Links to British values/ SMSC-</u> The children will learn to work as part of a team to conduct investigations.</p>		<p><b>Animals including humans-</b> Skeletons and muscles</p> <p><b>Animals including humans -</b> Nutrition; <i>This will link to keeping healthy- children will look at hygiene, exercise, teeth</i></p> <p><u>Links to British values/ SMSC-</u> <i>In this topic the children will have an understanding of how the human body is made up. They will be involved in</i></p>		<p><b>Light -</b> Light to see; reflection; sun dangerous; shadows.</p> <p><u>Links to British values/ SMSC-</u> The children will work together to conduct investigations. They 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.</p> <p>The children will discuss the functions of plants and how the reproduction of plants</p>	



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	They will develop skills around respect, co-operation and teamwork to carry out investigations and test their hypothesis.	<p><i>discussions about how we all look different on the outside but are similar on the inside</i></p> <p><i>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 will discuss how they can make better choices to stay healthy.</i></p>	helps the environment. This will create discussions about what is special about life.
<b>History</b>	<p>Changes from Stone Age to Iron Age</p> <p><u>Links to British values/ SMSC-</u> <i>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.</i></p>	<p>A local History study - Burnham</p> <p><u>Links to British values/ SMSC-</u> <i>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.</i></p>	<p>The Egyptians</p> <p><u>Links to British values/ SMSC-</u> <i>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.</i></p>
<b>Geography</b>	<p><b>Rivers and Coasts</b></p> <p>Exploring the physical geography associated with rivers and coasts, with a focus on the River Crouch and significant rivers in the UK.</p>	<p><b>Locality Study: Counties and cities in UK</b></p> <p>Topographical features, land use patterns. Human and physical geography of a UK region.</p>	<p><b>Mountains and the Water Cycle</b></p> <p>Locate and name the famous mountain ranges in the world explain the human and physical geography in relation to mountain ranges.</p>



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	<p>The children will also consider why rivers are important and why people may have chosen to build or live close to a river.</p> <p><b><u>Links to British values</u></b> - 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.</p>	<p>Mountains, rivers and coasts of the UK and in the Mediterranean.</p> <p><b><u>Links to British values</u></b> - <i>The children will explore the differences between urban and rural living, gaining mutual respect for one another.</i></p> <p>They will gain a greater understanding of features within their locality and consider how this is different to other places within the UK.</p>	<p>Identify and explain key elements of the water cycle and its importance for life.</p> <p><b><u>Links to British values</u></b> - The children will gain an understanding of how the geography of an area can influence the way that people live their lives.</p>
<p><b>Art</b></p>	<p>To create sketch books -</p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points.</li> <li>• Review and revisit ideas</li> </ul> <p><b>Sculpture and Painting</b> We will be looking at examples of Stone, Bronze and Iron Age art to give us ideas for our own artwork. We will be creating work inspired by cave paintings using paint and natural materials. We will create Christmas ornaments from clay.</p> <p><b><u>Links to British values</u></b> <i>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.</i></p>	<p><b>Sketching, Shading and Collage</b> We will be learning to sketch landscapes and practise shading techniques. We will also be creating a collage using different resources for effect.</p> <p><b><u>Links to British values</u></b> <i>Children will learn to work as part of a team to create their work, ensuring that they are respectful of the opinions of others.</i></p>	<p><b>Printing</b> We will look at the work of Anna Atkins to inspire our patterns.</p> <p><b><u>Links to British values</u></b> <i>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.</i></p>
<p><b>DT</b></p>	<p><b>Cooking and Nutrition</b></p>	<p><b>Weaving Wall Hanging</b></p>	<p><b>Pneumonic Monsters</b></p>



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<p><b>Practical safety awareness ensures our children know how to handle and respect tools and equipment.</b></p>	<p>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.</p> <p><u>British Values/ SMSC</u></p> <p>The children will learn to develop their own ideas about their designs and be respectful of the work and ideas of others.</p>	<p>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.</p> <p><u>British Values/ SMSC</u></p> <p>The children will learn to make healthy choices and understand how these choice can affect them.</p>	<p>The children will make a pneumonic monster using their knowledge of joining materials.</p> <p><u>British Values/ SMSC</u></p> <p>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.</p>
<p><b>Computing</b></p> <p><b>E-safety awareness ensures our children make safe choices</b></p>	<p><b>Computing systems and networks. Connecting computers.</b></p> <p>Children will develop their understanding of digital devices with an initial focus on inputs, processes and outputs.</p> <p><u>Links to British values</u></p> <p><i>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 'stranger danger'</i></p>	<p><b>Stop Frame Animation</b></p> <p>Children will use a range of techniques to create stop frame animation using tablets. They will apply skills to create a story based animation.</p> <p><u>Links to British values</u></p> <p><i>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.</i></p>	<p><b>Sequencing Sounds</b></p> <p>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.</p> <p><u>SMSC/ British Values</u></p> <p>The children will discuss cyber bullying and staying safe online, whilst developing a 'be smart on the internet' attitude</p>



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<p><b>ICT will be planned for in all areas of the curriculum</b></p>	<p><i>and how this influences choices they make on the internet.</i></p>		
<p><b>PE</b></p>	<p><b>See P.E overview</b></p>		
<p><b>RE</b></p>	<p>What do Muslims Believe about God?</p> <p><b>Theology Lens - Thinking through Believing</b></p> <ul style="list-style-type: none"> <li>• Ask questions that believers would ask</li> <li>• Think like theologians</li> <li>• Explore questions and answers that arise from inside religions and worldviews</li> </ul> <p><b>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</b></p>	<p>How do people express commitment to a religion or worldview in different ways?</p> <p><b>Human &amp; Social Science Lens - Thinking through Living</b></p> <ul style="list-style-type: none"> <li>• Ask questions that people who study reality would ask</li> <li>• Think like human and social scientists</li> <li>• Explore questions and answers raised in relation to the impact of</li> </ul>	<p>What is philosophy? How do people make moral decisions?</p> <p><b>Philosophy Lens - Thinking through Thinking</b></p> <ul style="list-style-type: none"> <li>• Ask questions that thinkers would ask</li> <li>• Think like philosophers</li> <li>• Explore questions and answers raised through considering the nature of knowledge, existence and morality</li> </ul> <p><b>Links to British values - By the end of this</b></p>



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	<p><i>heroes and heroines from the Bible. They will have an understanding of what type of person they are and will show mutual respect towards others.</i></p>		<p>religions and worldviews on people and their lives</p> <p><b>Links to British values</b> - <i>By the end of this term 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).</i></p>	<p><i>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 similarities and differences of Christianity, Judaism and Hinduism (cultural development)</i></p>		
<p><b>RHSE &amp; Mental Health</b></p> <p><b>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different</b></p>	<p><b>RHSE: Relationships</b></p> <p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments.</p> <p><b>Mental Health Focus:</b> Worry/anxiety/anger</p>	<p><b>RHSE: Health and wellbeing</b></p> <p>What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; medicines and household products.</p> <p><b>Mental Health Focus:</b> Emotions/ Feelings</p>	<p><b>RHSE: Relationships</b></p> <p>What are families like?</p> <p>Families; family life; caring for each other.</p>	<p><b>RHSE: Living in the wider world</b></p> <p>What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others.</p> <p><b>Mental Health Focus:</b> Self-esteem/ Self belief</p>	<p><b>RHSE: Health and wellbeing</b></p> <p>Why should we eat well and look after our teeth?</p> <p>Being healthy; eating well and dental care.</p> <p><b>Mental Health Focus:</b></p>	<p><b>RHSE: Health and Wellbeing</b></p> <p>Why should we keep active and sleep well?</p> <p>Being healthy; keeping active, taking rest.</p> <p><b>Mental Health Focus:</b> Bravery/Courage/Fear</p>





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<p><b>families – homosexuality</b></p>	<p>Text: Silly Billy</p> <p><b>Links to School values</b> -Linking to looking after each other.</p> <p><b>Links to British and school values</b> - by the 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).</p>	<p>Text: Not Now Bernard</p> <p><b>Links to British values</b> - 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)</p> <p>-Pant law NSPCC</p>	<p><b>Mental Health Focus:</b>Empathy/ Kindness</p> <p>Text: Monty The Manatee</p> <p><b>Links to British values</b> - 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</p>	<p>Text: Giraffes Can't Dance</p> <p><b>Links to British values</b> - 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).</p> <p>The children will have a greater understanding of cultural traditions and will show respect for their own cultures and others (cultural development)</p>	<p>Differences/ Diversity</p> <p>Text: Not Like the Others</p> <p><b>Links to British values</b> - The children will 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.</p>	<p>Text: The Wolf, the Duck and the Mouse</p> <p><b>Links to British values</b> -</p> <p>The children will learn how to look after themselves and to make healthy choices.</p>
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			and why this is important.			
<b>MFL (KS2 only)</b>	<p>Introduction to Spain and Spanish-speaking countries.</p> <p>Introducing ourselves: greetings, saying how you are, saying your name.</p> <p>Me llamo/soy/estoy/¿qué?</p> <p>Colours and the Spanish flag.</p>	<p>El Día de Los Muertos.</p> <p>Numbers 1 -20</p> <p>Asking and answering questions about your age - tengo/tienes/ ¿cuántos?</p> <p>Months of the year.</p> <p>Christmas and New Year in Spain.</p>	<p>Numbers 21 - 31.</p> <p>Talking about your birthday.</p> <p>¿Cuándo? /es</p> <p>Possessive adjectives - mi/tu</p> <p>The tradition of 'la mordida' and el Día de Santo.</p> <p>El Carnaval</p>	<p>Days of the week.</p> <p>Mi día favorito es.....</p> <p>El Día mundial del libro. World Book Day.</p> <p>Different genres of books.</p> <p>Mi libro favorito es.....</p> <p>The weather</p> <p>La Semana Santa</p>	<p>Talking about your family.</p> <p>¿Tienes hermanos?</p> <p>Masculine/feminine nouns/definite and indefinite articles and plurals. Using conjunctions.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular - tener.</p> <p>3<sup>rd</sup> person singular and plural of llamarse (se llama/ se llaman).</p> <p>Eurovision Song Contest</p>	<p>Saying whether or not you have a pet.</p> <p>The negative form of verbs - no tengo</p> <p>Irregular plurals, e.g., pez - peces</p> <p>ratón - ratones</p> <p>La Tomatina Festival</p>



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<p><b>Music</b></p>	<p><b>ELEMENTS OF MUSIC</b> Pitch, Rhythm, Tempo, Dynamics, Duration The basics of music demonstrated and developed via pair and group work creating short pieces.</p> <p><b>THE ART OF SINGING</b> Vocal techniques, breathing, learning a variety of traditional songs for occasions.</p> <p><b>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</b></p> <p><b><u>Links to SMSC/ British Values</u></b> 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.</p>	<p><b>MUSIC FOR MOODS</b> Cartoons, Film Music, Adverts. How music can influence mood and perception of images and the techniques involved.</p> <p><b>THE HISTORY OF POP MUSIC</b> The Blues, Rock &amp; Roll, Disco. How styles developed with the addition of new instruments and technology with a look at specific bands and artists.</p> <p><b><u>Links to SMSC/ British Values</u></b> 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.</p>	<p><b>MUSIC FROM AROUND THE WORLD</b> The Development of Folk Music Music of The Far East, Music of India. How music differs in other parts of the world.</p> <p><b>RE-EXAMINATION OF THE ORCHESTRA</b> A more advanced look at the orchestral palette and how instrumentation can colour a piece.</p> <p><b>CONTINUED VOCAL DEVELOPMENT</b> Including some part singing, harmonies and varied styles.</p> <p><b><u>Links to SMSC/ British Values</u></b> 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.</p>
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