

Year Three Long Term Plan 2026 – 2027

Autumn Term		Spring Term		Summer Term	
Autumn One: Journeys through time		Spring One: Unlocking Ancient Egypt		Summer One: Invaders and Explorers	
Autumn Two: Cold adventures		Spring Two: Beneath our Feet		Summer Two: Light up the world	
English (Writing)	<u>Autumn One</u> Stimulus Text: Ugg/ How to Wash a Woolly Mammoth Themes: Picture books/Comic Style (Stone Age) Writing Outcomes: - List - Dairy Entry - Playscript - Character Description - Conversation - Letter - Instructions Alan Peat Sentence types: 5 W sentences 2 Ad sentences - BOYS sentences	<u>Spring One</u> Stimulus Text: Marcy and the Riddle of the Sphinx Themes: Adventure (Egypt) Writing Outcomes: - Narrative adventure - Conversation using direct speech - Playscript - Non-Chronological Report on Greek Gods Alan Peat Sentence types: - BOYS (but, or, yet, so) sentences - Fronted adverbial sentence - First word, last word - Simile sentence ...as a..., ...like a... - Previous year groups sentences	<u>Summer One</u> Stimulus Text: On Cotton Rock Themes: Adventure / Sci Fi (Space) Writing Outcomes: - Descriptive paragraphs a journey - Comic Strip - News Report - Dadwaver descriptive paragraph Alan Peat Sentence types: - BOYS (but, or, yet, so)sentences - Fronted adverbial sentence - First word ,last word - Simile sentence ...as a..., ...like a... - Previous year groups sentences		
	<u>Autumn Two</u> Stimulus Text: Charlotte’s Web Theme: Narrative chapter book Writing Outcomes: - Character description - Setting description - Letter to a character - Newspaper Report - Non-Chronological report about Spiders Alan Peat Sentence types: - BOYS (but, or, yet, so) sentences - Fronted adverbial sentence - First word, last word - Simile sentence ...as a..., ...like a... - Previous year groups sentences	<u>Spring Two</u> Stimulus Text: Georges Marvellous Medicine/Fantastic Mr Fox Themes: Chapter Books- Roald Dahl- familiar settings Writing Outcomes: - List Poem - Character description - Recipe - Conversation - Witness statement(recount) - Newspaper Report - Diary Entry Alan Peat Sentence types: - BOYS (but, or, yet, so)sentences - Fronted adverbial sentence - First word ,last word - Simile sentence ...as a..., ...like a... - Previous year groups sentences	<u>Summer Two</u> Stimulus Text: The King who was Afraid of the Dark Theme: Moral tale Writing Outcomes: - Formal Letter - Character Description - Conversation using direct speech - Newspaper Report - Free Verse Poem on Light and Dark - Balanced Argument Alan Peat Sentence types: - If, if, if, then - Fronted Adverbial sentence - Name-adj pair - First word, last word - Simile - BOYS sentences		
English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: Strategy 1-Making Connection Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation		

	<u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown Week 2: Strategy 7- Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1- Making Connection Week 5: Assessment Week Week 6: Strategy 2- Predication Week 7: Strategy 3- Visualisation	<u>Spring Two</u> Week 1: Strategy 1- Making Connection Week 2: Assessment Week Week 3: Strategy 2- Predication Week 4: Strategy 3- Visualisation Week 5: Strategy 4- Identify important words and phrases	<u>Summer Two</u> Week 1: Strategy 4- Identify important words and phrases Week 2: Strategy 5- Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7- Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
English (Spelling)	<u>Autumn One</u> Week 2: step 1- Words where the digraph ‘ou’ makes an /ow/ sound Week 3: Step 2- Words where the digraph ‘ou’ makes a /u/ sound Week 4: Step 3- Words where ‘y’ makes an /i/ sound Week 5: Step 4- Words ending in ‘-sure’ Week 6: Step 5- Words ending in ‘-ture’ Week 7: Challenge Words Week 8: Consolidation <u>Autumn Two</u> Week 1: Step 7- Words with the prefix ‘re-’ Week 2: Step 8- Words with the prefix ‘dis-’ Week 3: Step 9- Words with the prefix ‘mis-’ Week 4: Step 10- Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words Week 5: Step 11- Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words Week 6: Step 12- Challenge Words Week 7: Consolidation	<u>Spring One</u> Week 1: Step 13- Words with the digraph ‘ai’ and tetragraph ‘aigh’ Week 2: Step 14- Words with the digraph ‘ei’ and tetragraph ‘eigh’ Week 3: Step 15- Words where the digraph ‘ey’ makes an /ai/ sound Week 4: Step 16- Words with the suffix ‘-ly’ Week 5: Step 17- Words that are homophones Week 6: Step 18- Challenge Words <u>Spring Two</u> Week 1: Step 19- Words ending in ‘al’ Week 2: Step 20- Words ending in ‘le’ Week 3: Step 21- Words ending in ‘-ly’ where the base word ends in ‘le’ Week 4: Step 22- Words ending in ‘-ly’ where the base word ends in ‘-ic’ Week 5: Step 23- Words ending in ‘-ly’; exceptions	<u>Summer One</u> Week 1: Step 24- Challenge Words Week 2: Step 25- Words with the suffix ‘-er’ Week 3: Step 26- Words where the digraph ‘ch’ makes a /k/ sound Week 4: Step 27- Words ending in ‘-gue’ and ‘-que’ Week 5: Step 28- Words where the digraph ‘sc’ makes a /s/ sound Week 6: Step 29- Words that are homophones Week 7: Step 30- Challenge Words <u>Summer Two</u> Week 1: Step 31- Words ending in ‘-sion’ Week 2: Step 32- Challenge Words Week 3: Step 33- Revision words Week 4: Step 34- Revision words Week 5: Step 35- Revision words Week 6: Step 36- Revision words Week 7: Transition Week
	<u>Autumn One</u> Week 2: Forming descenders accurately sp, spr, pri, pru Week 3: Forming ascenders accurately al, all, at Week 4: Practising the diagonal join to a small letter ci, cir, cer, cen Week 5: Practising the diagonal join to a tall letter mb, imb, umb, amb Week 6: Practising joining to and from the letter l ale, dle, ele, tle Week 7: Practising joining to the letter y ly, lly, iky, iny <u>Autumn Two</u> Week 1: Practising forming the letter s correctly es, ies, ses, eys Week 2: Practising joining from the letter i ie, in, il, ill Weeks 3-4: Practising spacing between letters ed, ned, hed, ked Week 5: Assessment Week Weeks 6-7: Consolidation	<u>Spring One</u> Week 1: Practising writing with a slant Weeks 2-3: Practising forming capital letters whole alphabet Week 4: Practising writing the letter t at the correct height ti, tio, cti, ati Week 5: Practising spacing letters consistently ew, ev, ex <u>Spring Two</u> Week 1: Practising forming double letters correctly ii, ll, tt, rr, nn, mm Week 2: Assessment Week Week 3: Practising forming double letters correctly cc, oo, dd, ss, ff, ee Week 4: Practising joining to the letter e he, we, re Week 5: Practising joining to the letter k ick, uck, ack	<u>Summer One</u> Week 1: Practising the second join ch, che, cho, cha, chi Week 2: Practising joining from the letter e ey, ei, eigh Week 3: Practising the horizontal join ous, mous, ious Week 4: Practising joining from the letter a ap, ar, an Week 5: Practising with punctuation ! ? - “ ” , ‘ Week 6: Practising diagonal joins to the letter y ly, ky, ny Week 7: Practising joining to and from the letter r ure, sure, ture <u>Summer Two</u> Week 1: Practising joining from the letter w who, wha, whe, whi Week 2: Practising forming numerals correctly 1, 2, 3, 4, 5, 6, 7, 8, 9 Week 3: Assessment Week Week 4: Practising writing silent letters wra, wri, kni Week 5: Practising joining from the letter f fte, fir, fin Week 6: Practising writing decorated capital letters whole alphabet Week 7: Transition Week
Handwriting			

Year Three Long Term Plan 2026 – 2027

Mathematics	<u>Autumn One</u> Weeks 1-5: Unit 1- Number sense and exploring calculation strategies Weeks 6-7: Unit 2- Place Value Weeks 8: Unit 3- Graphs <u>Autumn Two</u> Weeks 1-3: Unit 4- Addition and subtraction Weeks 4-5: Unit 5- Length and perimeter Week 6: Assessment Week Week 7: Unit 5- Length and perimeter	<u>Spring One</u> Weeks 1-2: Unit 6- Multiplication and division Weeks 3-5: Unit 7- Calculating with multiplication and division <u>Spring Two</u> Week 1: Unit 7- Calculating with multiplication and division Week 2: Assessment Week Weeks 3-4: Unit 8- Time Week 5: Unit 9- Fractions	<u>Summer One</u> Weeks 1-2: Unit 9- Fractions Weeks 3-5: Unit 10: Angles and Shape Weeks 6-7: Unit 11- Measures <u>Summer Two</u> Weeks 1-2: Unit 12- Applying multiplicative thinking Week 3: Assessment Week Weeks 4-5: Unit 13- Exploring calculation strategies and place value Week 6: Consolidation Week 7: Transition Week
Science	<u>Autumn One</u> Animals, including humans <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</i> <u>Autumn Two</u> Forces and Magnets <i>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</i>	<u>Spring One</u> Plants <i>Investigate the way in which water is transported within plants, and finally they learn how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i> <u>Spring Two</u> Rocks <i>How to compare and group together different kinds of rocks based on their appearance and simple physical properties.</i>	<u>Summer One</u> Scientific Enquiry <i>Learn the scientific skills they will need to apply during each unit of learning during key stage 2</i> <u>Summer Two</u> Light <i>Recognise that shadows are formed when the light from a light source is blocked by an opaque object; and they find patterns in the way that the size of shadows change.</i>
Physical Education	<u>Autumn One</u> Football Netball <u>Autumn Two</u> Dance Basketball	<u>Spring One</u> Outdoor Adventurous Activities Gymnastics <u>Spring Two</u> Handball Dodgeball	<u>Summer One</u> Cricket Athletics <u>Summer Two</u> Tennis Athletics
History	<u>Autumn One</u> Would you prefer to live in the Stone Age, Bronze Age or Iron Age <i>Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline.</i>	<u>Spring One</u> What did the Ancient Egyptians believe? <i>Investigating ancient Egyptian beliefs and the role of religion in everyday life as well as examining evidence including mummies, pyramids and the Book of the Dead.</i>	<u>Summer One</u> Why did the Romans settle in Britain? <i>Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded.</i>
Geography	<u>Autumn Two</u> Who lives in Antarctica? <i>Exploring the physical features of Antarctica, examining how people adapt to working in this extreme environment and planning an expedition inspired by Shackleton's journey.</i>	<u>Spring Two</u> Why do people live near volcanoes? <i>Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed.</i>	<u>Summer Two</u> Are all settlements the same? <i>Examining settlements and land use by comparing urban and rural environments and investigating how places change over time.</i>

Year Three Long Term Plan 2026 – 2027

Art and Design	<u>Autumn</u> Sculpture & 3D: Abstract shape <i>Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art.</i>	<u>Spring</u> Craft and design: Ancient Egyptian scrolls <i>Understanding and applying the styles, patterns and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.</i>	<u>Summer</u> Drawing: Developing drawing skills <i>Developing shading skills and drawing techniques to create botanical-inspired digital drawings.</i>
Design and Technology	<u>Autumn</u> Cooking and nutrition: Eating seasonally <i>Investigating seasonal food in the UK and applying pupils' understanding to create a seasonal food tart.</i>	<u>Spring</u> Digital world: Wearable Technology <i>Developing an understanding of programmable products by designing, coding and promoting wearable technology for use in low-light conditions.</i>	<u>Summer</u> Mechanical systems: Pneumatic toys <i>Investigating how compressed air can create movement within a mechanism and be used in a working pneumatic toy.</i>
Music (HMS- Recorder Tuition)	Adding melody to pulse and rhythm <i>Building Blocks:</i> Pulse: Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/4, 3/4 and 4/4, using at least 3 different tempos. Rhythm: Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests. Melody (and notation): Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). <i>Strands of Learning:</i> Active Listening: Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music. Composing and Improvising: Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. Performing: Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). Singing: Sing songs accompanied by ostinatos from the group.		
Religion and World Views	<u>Autumn One</u> What makes us human? <i>Exploring ideas about spirituality, the inner self and the soul by interpreting and creating artwork inspired by different beliefs and perspectives.</i> <u>Autumn Two</u> Where do our morals come from? <i>Reflecting on what it means to live a good life by considering ideas about right and wrong and the choices people make.</i>	<u>Spring One</u> Is scripture central to religion? <i>Examining how scriptures are used and valued by different people by investigating a range of religious texts and traditions.</i> <u>Spring Two</u> What happens if we do wrong? <i>Investigating who has the authority to decide the consequences of wrongdoing.</i>	<u>Summer One</u> Why is water symbolic? <i>Investigating the symbolism of water by exploring its use in rituals, ceremonies and religious stories.</i> <u>Summer Two</u> Why is fire used ceremonially? <i>Examining the symbolism of fire by exploring its use in ceremonies, celebrations and acts of remembrance.</i>
Spanish	<u>Autumn One</u> Greetings, Numbers, Colours <u>Autumn Two</u> Colours, Classroom commands, Calendar, Celebrations	<u>Spring One</u> Animals <u>Spring Two</u> Carnival, using numbers, dates	<u>Summer One</u> Fruits and vegetables <u>Summer Two</u> Going on a picnic / Aliens in Spain / Language Puzzle

Year Three Long Term Plan 2026 – 2027

Personal, Social and Health Education	<u>Autumn One</u> Being Me in My World Who am I and how do I fit? <i>In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive.</i> <i>Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion.</i> <i>By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.</i> <u>Autumn Two</u> Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. <i>In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together.</i> <i>They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others.</i> <i>Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.</i>	<u>Spring One</u> Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. <i>In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem.</i> <i>Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.</i> <u>Spring Two</u> Healthy Me Being and keeping safe and healthy. <i>In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.</i> <i>Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code.</i> <i>They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.</i>	<u>Summer One</u> Relationships Building positive, healthy relationships. <i>In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.</i> <u>Summer Two</u> Changing Me Coping positively with change. <i>In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change.</i> <i>Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.</i>
Computing	<u>Autumn One</u> Weeks 1-6: Email Week 7-8: Route Planners <u>Autumn Two</u> Week 1-3: Route Planners Week 4-7: Branching Databases	<u>Spring One</u> Weeks 1-6: Spreadsheets <u>Spring Two</u> Weeks 1-5: Coding	<u>Summer One</u> Weeks 1-5: Presenting Ideas Week 6-7: Touch Typing <u>Summer Two</u> Week 1: Touch Typing Weeks 2-6: Micro bit
Trips and Events	<u>Autumn One</u> • Butser Ancient Farm, Hampshire (History) £ • Growing Food Project	<u>Spring One</u> • The British Museum (History/Art) • Egyptian Day • Growing Food Project	<u>Summer One</u> • Gunnersbury Park Museum (History- Romans) £ • Growing Food Project (Vegetable Sale)

Year Three Long Term Plan 2026 – 2027

(Growing Food Project: School Allotment Bed 2) Music Tuition- Recorder (Whole Class throughout the year) Art Tuition (Whole Class each term)	<u>Autumn Two</u> • Science Museum (Feel the Force) (Science) • Disability Workshop (Skillz4Life) <u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS, KS1 Christmas Productions, KS2 Carol Concert	<u>Spring Two</u> • Staines and District Synagogue, Staines (RE) • 1 Night Away: School Sleepover <u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Summer Two</u> • Light it Up (Workshop Science Museum (Science) <u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week
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