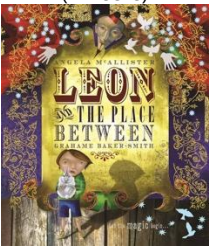
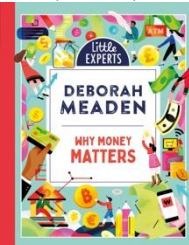
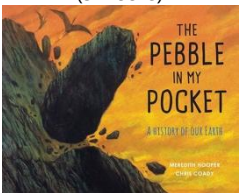
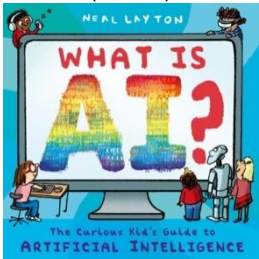
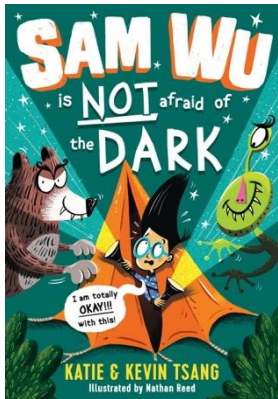
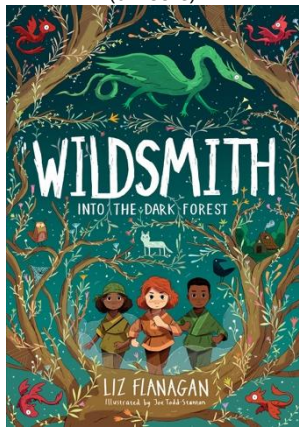
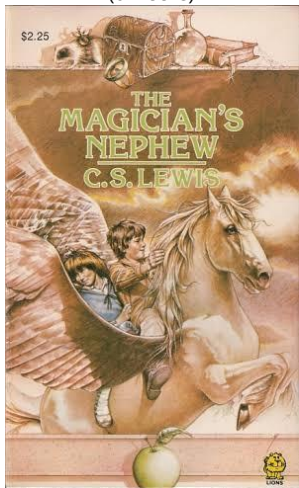




Long Term Plan Year 3 2026/27

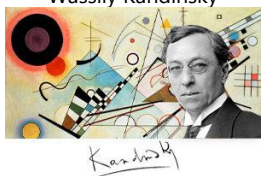


Term	Autumn		Spring		Summer	
Dates	Inset Tues-Weds 2 days + 7wks	Monday inset 4 days + 6wks	Monday inset 4 days + 5 wks	Monday inset 5 wks	7wks – 1BH	6 wks + 3 day
	I do		We do		You do	
	Hook: Unfair picnic Outcome: Work with Mrs Evans to create food hampers for families at Barnehurst during the Christmas period. Collect food from the school community.		Outcome: Trip to a local food bank to take food donations and help create parcels there.		What can we do to help those living without basic needs? Possible Outcomes: - Give to a local food bank. - Donate clothes to a clothes bank that no longer fit you. - Sell your old toys or clothes/do a sponsored event to raise money for a food bank/charity that fights poverty. - Make donations to a friend/family member/neighbour in need. - Write to your local MP to ask them how to help tackle people living in poverty. - Volunteer at a local food bank.	
	CARING ME MONEY ME	DIGITAL ME CURIOUS ME	GIVING BACK ME PERFORMER ME	RESPONSIBLE ME DIFFERENT ME	ADVENTURE ME CREATIVE ME	SAFE ME INSPIRED ME
	Care, Money and Community Action Children explore fairness, kindness and responsibility through the Year 3 Power of We focus on Zero Hunger. They begin to understand basic needs, food poverty, and how money, donations and shared actions can help them care for others in their school and local community.	Curiosity, Digital Thinking and the Past Children develop curiosity about the past, technology and the natural world through Stone Age to Iron Age history, rocks and soils, computing and enquiry-based learning. They ask questions, make connections, and begin to use digital tools purposefully to investigate,	Giving Back, Performance and Community Action Children build confidence as performers and communicators through Young Voices, music and writing. Through <i>The Great Foodbank Heist</i> , global goal writing and local action, they explore how their voices and choices can give back to others	Giving Back, Difference and Belief Children explore difference, courage and belonging through <i>Sam Wu is Not Afraid of the Dark</i> , RE and stories from different communities. They consider how people's beliefs and experiences can differ, while reflecting on how responsible choices and thoughtful actions can	Adventure, Creativity and the Natural World Children take their learning beyond the classroom through rivers, local fieldwork, <i>Wildsmith</i> , and outdoor enquiry. They use creativity to respond to the natural world through writing, light, Art Deco-inspired design, structures and architecture, making purposeful links between	Safety, Inspiration and New Beginnings Children explore how to keep themselves and others safe through Walkability, road safety, economic wellbeing and transition. They also reflect on what inspires them through reading, RE, plants, music and cityscape art, considering how they have grown and how their learning will support Year 4.

		explain, and share their learning.	and support their community.	support others and strengthen their community.	observation, imagination and real-world places.	
Trips and Visitors		Portals of the Past Stone Age Workshop visit Lesnes Abbey- Rocks and Soils workshop	Young Voices at the O2 Food bank Local walk transport		Deptford creek workshop	Hindu Temple Walkability
Parent/ Carer Engagement	Meet the Teacher	Work Alongside Your Child	Sharing assembly	Sharing assembly		Sports Day
Forest School	Forest School safety; scavenger hunts; using tools; knots; den building linked to settlements	Spiders and webs; compass/team-building activities; hibernation and animal homes	Team building; memory games; cairn/stone balancing; communication games	Knots and their uses; signs of spring; pond visits and frogspawn	Identifying nature; woodland animals; life cycles of trees	Pond dipping; amphibians; wellbeing, yoga, mindfulness and mud faces
Reading (CUSP)	Greta and The Giants (2 weeks)  Leon and the Place Between (2 weeks)  Why Money Matters (2 weeks) 	The Pebble in my Pocket (3 weeks)  What is AI? (2weeks)  The Night before Christmas (1 weeks) 	The Great Foodbank Heist (6 weeks) 	Sam Wu is Not Afraid of the Dark (5 weeks) 	Wildsmith (6 weeks) 	The Magician's Nephew (6 weeks) 

Writing (CUSP)	Strong Start Writing (1 week and 2 days) Poetry on a theme (emotions) PSHE Link (1 week) First person narrative descriptions Reading link - reading: Leon and the Place Between (2 weeks) Non-chronological reports Science link / reading link (3 weeks)	Dialogue through narrative (historical stories) Stone Age link (3 weeks) Performance Formal letters to complain Antibullying Week link (2 weeks) Poetry (including poetry from other cultures) RE link (1 week) Flexible block (4 days)	Third person narrative (animal stories) Global goal link (3 weeks) Non-chronological reports Global goal link (3 weeks)	Advanced instructional writing reading: Sam Wu is Not Afraid of the Dark (2 week) Dialogue through narrative (historical stories) Ancient Greece – legacy of the historic torch ceremony (2 weeks) Performance poetry (including other cultures) enrichment Reading link (1 week)	Third person narratives (animal stories) Reading link (3 weeks) Advanced instructional writing Geography - rivers (3 weeks) Flexible block (4 days)	First person narrative descriptions Reading link (3 weeks) Poetry on a theme (emotions) enrichment Transition link (1 week) Formal letters to complain Walkability road safety link (2 weeks) Flexible block (3 days)
Spelling (CUSP) *Teaching is based on the outcome of class diagnostics	Blocks 1, 2, 3 Block 1 Concept: Common exception words KS1 revisited Etymology: dec Block 3 Concept: Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter Y2 revisited Etymology: photo Block 2 Concept: Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Y2 revisited Etymology: tele	Blocks 4,5,6 Block 4 Concept: Homophones and near-homophones Y2 revisited Etymology: de Block 5 Concept: The suffixes –ment, –ness, –ful, –less and –ly Y2 revisited Etymology: uni Block 6 Concept: Contractions Y2 revisited Etymology: kilo Spelling assessment	Blocks 7,8 & 9 Block 7 Concept: Rare GPCs Y2 revisited Etymology: mill(e) Block 8 Concept: Words ending in –tion Y2 revisited Etymology: fract Block 9 Concept: Y3/4 statutory word list Etymology: peri	Blocks 10,11 Spelling assessment Block 10 Concept: Adding suffixes beginning with vowel letters to words of more than one syllable Etymology: graph Block 11 Concept: The /z/ sound spelt y elsewhere than at the end of words Etymology: scrib	Blocks 12,13,14 Block 12 Concept: Homophones Etymology: aqua Block 13 Concept: Prefixes – un– (revisited), dis–, mis–, in–, il–, im–, ir– Etymology: mech Block 14 Concept: The suffix –ation Etymology: para	Blocks 15,16 Spelling assessment Block 15 Concept: The suffix –ly Etymology: dict Block 16 Concept: The /ʌ/ sound spelt ou Etymology: phon(o)
Handwriting	Week 1- ai and at Week 2- an and am Week 3- ap and aw Week 4- er and ip Week 5- ie and in Week 6- ew and en Week 7- assess and review	Week 1- be and br Week 2- um and un Week 3- ux and xe Week 4- se and ze Week 5- ch and ck Week 6- assess and review	Week 1- at and gh Week 2- sh and th Week 3- il and it Week 4- if and uf Week 5- ef and ff Week 6- assess and review	Week 1- bl and ut Week 2- ed and nd Week 3- ea and ig Week 4- ng and eg Week 5- assess and review	Week 1- ac and fo Week 2- oe and oi Week 3- on and or Week 4- ou and ov Week 5- re and ve Week 6- assess and review	Week 1- oa and on Week 2- wa and wo Week 3- oh and wh Week 4- wl and rl Week 5- on and ok Week 6- of Week 7- assess and review

Maths (White Rose)	Place value (3 weeks) Addition and subtraction (4 weeks)	Addition and subtraction (1 weeks) Multiplication and division (4 weeks)	Multiplication and division (3 weeks) Length and perimeter (2 weeks)	Length and Perimeter (1 week) Fractions (3 weeks) Mass and capacity (1 week)	Mass and Capacity (2 weeks) Fractions (2 weeks) Money (2 weeks)	Time (3 weeks) Shape (2 weeks) Statistics (2 weeks)
Science	 Animals including humans (7 weeks)	 Rocks (6 weeks)	 Forces and Magnets (5 weeks)	 Forces and Magnets (3 weeks)  Light (1 week)	 Light (6 weeks)	 Plants (7 weeks)
RE	L2.1 What do different people believe about God? (Christian, Hindu, Muslim) L2.2 Why is the Bible so important for Christians today?  Belief and Values		L2.4 Why do people pray?  Belief and Values		L2.7 What does it mean to be a Christian in Britain today?  Identity and Belonging	
History		How did technology evolve between the Stone Age to the Iron Age?  Movement and Change		What is the legacy of Ancient Greeks?  Power and Responsibility		
Geography	Human and Physical Geography- Settlements and Land Use (6)  Movement and Change		Environmental- Transport and Air Pollution Local Area (3+ 3 field work)  Power and Responsibility		Human and Physical – Rivers (6)  Place and Environment	

RSHE	Regulation Zones (2) Lesson 5 and 6 Setting Ground Rules (1) My Healthy Self: How can I take care of my mind and body? (Lessons 1 to 4)  Identity and Belonging	Regulation Zones (1) Lessons 7 My Healthy Self: How can I take care of my mind and body? (Lessons 5 and 6) Connecting With Others: What helps us feel safe and included? (Lesson 1 to 3) Antibullying week (1)	Connecting With Others: What helps us feel safe and included? (Lesson 4 to 6) Online World: How should we communicate online? (Lessons 1 and 2) LGBTQ Assembly (1) First aid (1)	Regulation Zones (1) Lesson 8 Online World: How should we communicate online? (Lessons 3 to 6)	Regulation Zones (1) Lesson 9 Healthy Protection: How can we prevent illness and injury and respond if they happen? (Lessons 1 to 6) Regulation Zones (1) Lesson 9	Citizenship: What careers do people choose and why? (1 lesson) Walkability (4 lessons) Transition (1) International Day of Families assembly Water Safety assembly  Movement and Change
Computing	Animation 1  Media 1	Connecting Computers  Computer Systems and Networks	Code.org Course C  Coding	Numbers - Charts  Data Handling	Exploring & Animations Units SCRATCH  Coding	GarageBand 1  Media 2
Music	REGGAE- Three Little Birds Intro to Trumpet		Mamma Mia Extension of range and new rhythms and composition		Improvisation Using simple 3\4 and 4\4 time signatures	
DT		Cross stitch bookmarks Textiles & Materials  Textiles		Moving posters Mechanisms and Mechanical systems (link to air pollution)  Mechanisms and Mechanical System	Greek inspiration Structures & Architecture (link to previous term's learning)  Structures and Architecture	
Art	Abstract Art Wassily Kandinsky 		Art Deco René Lalique René Lalique Art Nouveau 			City Scape Art Camille Pissarro 
Languages: French	LINGOTOT 1 Let's Go		LINGOTOT 1 All About Me		LINGOTOT 1 My Family	

	• Greetings and feelings • numbers 1-31 • colours • days of the week • classroom instructions • pencil case items		• Where I live • birthdays • months • face • face and body • eyes and hair • height.		• Family members • extended family • descriptions • personality traits • negatives. • negatives and conjunctions • Extended writing	
PE	 Games Dribbling and passing with feet	 Games Net games – using hands and racket	 Games	 Gymnastics	 Athletics	 Outdoor Adventurous Activities