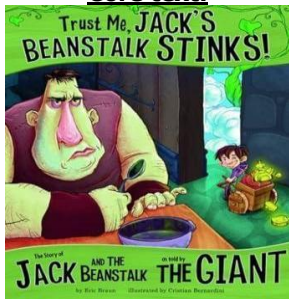
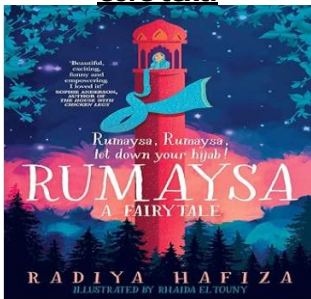
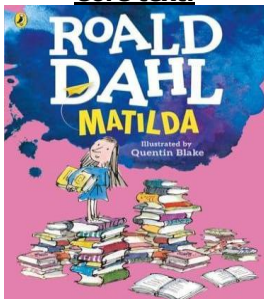
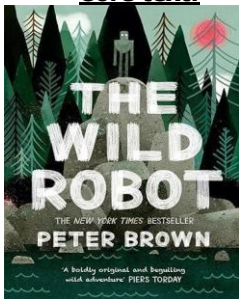
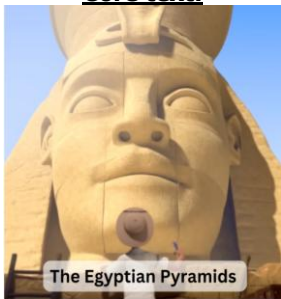
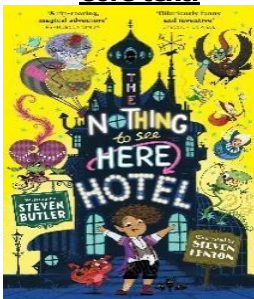


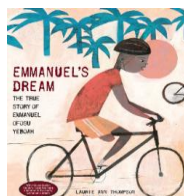
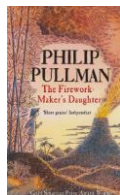
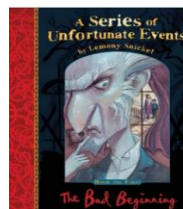
Year 3 LTP 2026-27

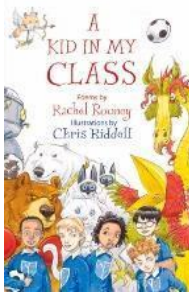
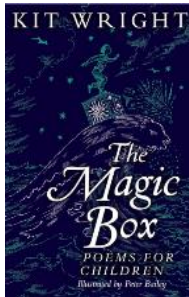
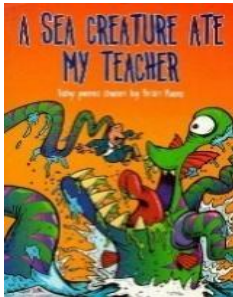
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	William Morris gallery Local area Bostall Woods	Natural History Museum Matilda	Lesnes Abbey workshop	Sleepover	Egyptian workshop	Chessington/Legoland Local area picnic
<u>Foundation Enquiry:</u>	THIS IS ME	VOLCANOES	THROUGH THE AGES		CAIRO COMFORTS	OUR PERFECT PICNIC
						
	Question: How can we create a self-portrait inspired by Frida Kahlo with a William Morris background? Outcome: Create a self-portrait using pencil and apply this to a block printed background. Art - Create sketchbooks to record their observations and use them to review and revisit ideas Art: Drawing - Improve their mastery of art and design techniques, including drawing,	Question: A house has just gone on the market at the foot of Mount Vesuvius. Would you buy it? Outcome: You must be ready to participate in a debate about whether living near a volcano has more benefits than risks. Geography: Human and Physical Geography - Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes. Geography: Place Knowledge - Describe and understand key aspects of human geography,	Scenario: You have travelled through time to collect artefacts from different time periods to compare with your life today! Outcome: You will create a range of artefacts that you have collected from Ancient Britain. History: Historical Skills - Use an increasing range of common words and phrases relating to the passing of time History: Golden Threads: Invasion & Settlement and Society & Legacy - Describe changes in Britain from the Stone Age to the Iron Age GD Describe changes in Britain from the Stone Age to the Iron Age and relate this to what else was happening in the world at the time Art: Sculpture - Improve their mastery of art and design techniques, including sculpting with a range of materials - Cut, make and combine shapes to create recognizable forms		Scenario: The British Museum are expanding their exhibit to create a well-being section. They need you to help them make the area that is both comfortable and informative. Outcome: Create a cushion retelling a key event/aspect of Ancient Egyptian life. History: Historical Skills Use an increasing range of common words and phrases relating to the passing of time History: Golden Threads: Invasion &	Scenario: Year 3 are having a picnic in the local area. They need help finding an appropriate space as well as appropriate healthy snacks. Outcome: Create a healthy snack to take with you to the picnic. DT: Design - Use knowledge of existing products to design their own functional product - Create designs using annotated sketches DT: Evaluate - Investigate and analyse existing products and those they have made

	with a range of materials - Experiment with showing line, tone and texture with different hardness of pencils GD Experiment with showing line, tone and texture with different hardness of pencils and explain their choices Art: Painting - Improve their mastery of art and design techniques, including painting with a range of materials - Mix colours effectively GD Mix colours effectively using the correct language (e.g. tint, shade, primary, secondary) Art: Work of other artists - Learn about great artists, architects and designers in history - Express an opinion on the work of famous, notable artists GD Express an opinion on the work of famous, notable artists and refer to techniques	including: types of settlement and land use. GD Describe how regions have changed over time and understand that people hold different views about that change. GD Describe hazards relating to volcanoes and how these impact on people	- GD Cut, make and combine shapes to deliberately create recognizable forms Geography: Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Settlement and Society & Legacy - Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt DT: Design - Use knowledge of existing products to design their own functional product - Create designs using annotated sketches and pattern pieces DT: Make - Safely measure, mark out, cut, assemble and join textiles with some accuracy - Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them GD Safely measure, mark out, cut, assemble and join with increasing accuracy GD Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them, giving reasons for their choices DT: Evaluate - Investigate and analyse existing products and those they have made	GD Investigate and analyse existing products and those they have made, considering a wide range of factors DT: Cooking and Nutrition - Talk about the different food groups and name food from each group - Understand that food has to be grown, farmed or caught and that this is not always local or in this country - Use a wider variety of ingredients and techniques to prepare and combine ingredients safely Locational Knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and rivers). Geography: Place Knowledge - Study human and physical geography of a region of the United Kingdom Geography: Geographical Skills and Fieldwork - Use fieldwork to observe, measure, record and present the human and physical features in
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					GD Investigate and analyse existing products and those they have made, considering a wide range of factors	the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. GD Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding
English – writing Composition - Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary - Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly - Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions,	Core text:  Writing outcomes: Letter of complaint to the Fairy Tale Board First person narrative Composition - Begin to organise writing into paragraphs as a way of grouping related material GD Organise writing into paragraphs as a way of grouping related material - Create settings, characters and plot in narratives Vocabulary, Grammar and Punctuation - Begin to use inverted commas to punctuate direct speech	Core text:  Writing outcomes: Diary entry Wanted advert (The witch) Composition - Create settings, characters and plot in narratives Vocabulary, Grammar and Punctuation - Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Transcription - Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly - Spell some of the Y3/4 common exception	Core text:  Writing outcomes: Behaviour policy Persuasive letter Composition - Use headings and sub-headings to aid presentation Vocabulary, Grammar and Punctuation - Begin to use inverted commas to punctuate direct speech GD Use inverted commas to punctuate direct speech Transcription - Use the suffix -ly	Core text:  Writing outcomes: Setting description Balanced argument Composition - Create settings, characters and plot in narratives Vocabulary, Grammar and Punctuation - Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Transcription - Spell homophones brake/break, fair/fare, grate/great - Spell some of the words on the Y3/4	Core text:  The Egyptian Pyramids- Literacy shed Writing outcomes: Predictive chapter Non chronological report Composition - Create settings, characters and plot in narratives - Use headings and sub-headings to aid presentation GD Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Vocabulary, Grammar and Punctuation	Core text:  Writing outcomes: Character description Persuasive brochure Composition - Create settings, characters and plot in narratives - Use headings and sub-headings to aid presentation GD Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

adverbs and prepositions • GD Write effectively and coherently for different purposes, with a growing awareness of the reader • GD Evaluate and edit by assessing the effectiveness of his/her own writing <u>Vocabulary, Grammar and Punctuation</u> • Express place using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of • Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') <u>Transcription</u> • Use the diagonal and	• GD Use inverted commas to punctuate direct speech <u>Transcription</u> • Use the suffix –ly • Use the prefixes un-, dis-, mis-, re-, pre- • Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly • Spell some of the Y3/4 common exception words (see NC appendix) correctly	words (see NC appendix) correctly	• Use the prefixes un-, dis-, mis-, re-, pre- • Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly • Spell some of the Y3/4 common exception words (see NC appendix) correctly	spelling list (see NC appendix) correctly • Spell some of the Y3/4 common exception words (see NC appendix) correctly • Use the first two or three letters of a word to check its spelling in a dictionary	• Begin to use inverted commas to punctuate direct speech • GD Use inverted commas to punctuate direct speech	
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horizontal strokes needed to join letters and know when to join and when not to						
• GD Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly • GD Spell most of the Y3/4 common exception words (see NC appendix) correctly						
English – whole class reading <u>Word Reading</u> • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly • Read most Y3 common exception words (see NC appendix) • GD Read all Y3 common exception words (see NC appendix) <u>Comprehension</u> • Develop positive attitudes to reading and understanding	<u>Fluency development</u> <u>Main text:</u> Fairy tale retellings	<u>Fluency development</u> <u>Main text:</u> Heroes and villains	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 
	<u>Comprehension</u> • Check that the text makes sense to them, discussing their understanding of words • Ask questions to improve their understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence • Predict what might happen from details stated • Retrieve and record information from non-fiction		<u>Comprehension</u> • Identify themes in books • Discuss words that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding of words • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence • Ask questions to improve their	<u>Comprehension</u> • Identify themes in books • Discuss words that capture the reader's interest and imagination • Ask questions to improve their understanding of a text • Identify how language, structure and presentation contribute to meaning, including paragraphs, headings, sub-headings, inverted commas to punctuate speech • Identify main ideas drawn from within	<u>Comprehension</u> • Identify themes in books • Discuss words that capture the reader's interest and imagination • Ask questions to improve their understanding of a text • Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech • Identify main ideas drawn from within	<u>Comprehension</u> • Identify themes in books • Discuss words that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding of words • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence • Predict what might happen from details stated

of what they read - Retrieve and record information from non-fiction - Participate in discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say - GD Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say - Listen to and discuss a wide range of fiction, poetry, plays and non-fiction - Read books that are structured in different ways - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell at least 1 of these orally - GD Begin to use dictionaries to check the meaning of words that they have read		understanding of a text - Predict what might happen from details stated - GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	one paragraph and begin to summarise these - GD Identify main ideas drawn from within one paragraph and summarise these - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly	one paragraph and begin to summarise these - GD Identify main ideas drawn from within one paragraph and summarise these - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly	- GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - GD Begin to use dictionaries to check the meaning of words that they have read
	Poetry: Read poems aloud and perform play scripts 	Poetry: Read poems aloud and perform play scripts 	Poetry: Read poems aloud and perform play scripts 		

Maths	<u>Number and Place Value</u>	<u>Number - Addition and Subtraction</u>	<u>Number – Multiplication and Division</u>	<u>Number – Fractions</u>	<u>Measurement</u>	<u>Geometry – Properties of Shape</u>
	- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - Compare and order numbers up to 1000 - Read and write numbers up to 1000 in numerals - Read and write numbers up to 1000 in words - Solve number problems and practical problems involving these ideas GD Identify, represent and estimate numbers using different representations	- Add and subtract numbers mentally, including a three-digit number and ones - Add and subtract numbers mentally, including a three-digit number and tens - Add and subtract numbers mentally, including a three-digit number and hundreds - Add numbers with up to three digits using the formal method of column addition - Subtract numbers with up to three digits using the formal method of column subtraction - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction GD Estimate the answer to a calculation and use inverse operations to check answers	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods GD Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognise and show, using diagrams, equivalent fractions with small denominators - Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ - Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$ - Compare and order unit fractions, and fractions with the same denominators GD Record $\frac{1}{10}$ as 0.1, $\frac{3}{10}$ as 0.3 etc GD Solve fraction problems	- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - Measure the perimeter of simple 2-D shapes - Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks GD Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight - Add and subtract amounts of money to give change, using both £ and p in practical contexts GD Know the number of seconds in a minute and the number of days in each month, year and leap year GD Compare durations of events	- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - Recognise angles as a property of shape or a description of a turn - Identify right angles and identify whether other angles are greater or less than a right angle - Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn GD Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <u>Statistics</u> - Interpret and present data using bar charts, pictograms and tables GD Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

					e.g. to calculate the time taken by particular events or tasks	
Science	<u>We are botanists!</u> Context: The NFU would like you to investigate the best conditions for a variety of plants to grow as botanists. <u>Plants</u> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore and describe 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	<u>We are geologists!</u> Context: The Natural History Museum would like you to become geologists and investigate rocks, fossils and soils. <u>Rocks</u> - 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	<u>We are lighting technicians!</u> Context: As a lighting technician, investigate how behaves and shadows are formed. <u>Light</u> - 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 eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the size of shadows change	<u>We are toy designers!</u> Context: A toy company wants you to investigate forces and produce a magnetic game. <u>Forces and Magnets</u> - Compare how things move on different surfaces - Notice that some forces need contact between two 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 magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing	<u>We are personal trainers!</u> Context: As a personal trainer, investigate the importance of nutrition and its contribution to healthy muscles and bones. <u>Animals Including Humans</u> - 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 - Identify that humans and some other animals have skeletons and muscles for support, protection and movement	<u>Sustainability</u> - Understand the causes of climate changes (greenhouse effect and fossil fuels) - Investigate the alternatives to fossil fuels - Identify one's own impact - Describe and understand the key aspects of human geography, including economic activity, distribution of natural resources and energy - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions GD Consider ways their own choices impact on the climate and take active steps to reduce their carbon footprint
	<u>Working Scientifically</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical comparative enquiries					

	- 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 - Report on findings from enquiries, including oral and written explanations of results and conclusions - Use results to draw simple conclusions - Identify differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions or to support his/her findings GD Set up simple practical enquiries, comparative and fair tests GD Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information GD Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions GD Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions					
RE <u>Learning from Religion</u> GD Compare my ideas and beliefs with those of other people GD Make links between my values and what is important to me and the way I think and behave GD Ask questions about things that puzzle me	<u>How did the world begin?</u> - Know that the world contains unique, beautiful and natural things - Know what people of different faiths believe about how the world began - Know what people of different faiths believe about their responsibility for the world - Know how people in different faiths give thanks for the world	<u>Christianity 5: The Bible</u> - Know why the Bible is special - Know how Christians use the Bible in their lives - Find out what the 10 commandments are and how they relate to modern life - Identify the deeper meaning of the story 'The Lost Sheep' GD Describe what a believer might learn from a religious story or festival	<u>Buddhism 1: The Buddha</u> - Know what a Buddha is - Know the Buddha taught how people should live GD Make links between people's beliefs and how they live and behave	<u>Buddhism 2: Living as a Buddha</u> - Know the importance of a temple or Buddhist centre - Know why Buddhists have images of the Buddha	<u>Judaism 1: Shabbat- A day of rest</u> - Know why Shabbat is important to Jews - Know why Jews observe a day of rest - Know why Jews attend the Synagogue	<u>Judaism 2: Festivals of the Jewish Year</u> - Know some of the ways festivals teach about the past - Know why it is important to keep traditions and customs alive - Know what these festivals teach about the Jews' relationship with God GD Describe what a believer might learn from a religious story or festival
PSHE <u>Being My Best</u> GD Show respect and empathy in discussions GD Work cooperatively and share responsibilities	<u>Relationships</u> Understand what makes a family stable and safe (e.g. spending time, support).	<u>Relationships</u> Understand that it's normal to feel lonely sometimes and that help is available.	<u>Relationships</u> - Discuss setting personal boundaries and respecting others' boundaries. - Learn how to stay safe in everyday situations, including responding to strangers	<u>Health and Wellbeing</u> Talk about emotions using a wide range of vocabulary.	<u>Health and Wellbeing</u> - Name external genitalia using accurate terms. - Understand the risks of not being active, including how it affects the body.	<u>Living in the Wider World</u> Learn how to stay safe around water and the importance of the water safety code. (After swimming)
Computing	<u>DIGITAL LITERACY</u> - Identify and explain inputs and outputs - Recognise how sharing information	<u>PROGRAMMING</u> Write and debug simple programs that accomplish a goal	<u>PROGRAMMING</u> Write and debug simple programs that accomplish a goal	<u>PROGRAMMING</u> Write and debug simple programs that accomplish a goal	<u>LIFE SKILLS</u> Edit the layout of text and images on a page	<u>DIGITAL LITERACY</u> - Edit the layout of text and images on a page - Choose the most appropriate settings

	can change the way we work • Explore how devices are connected digitally and physically • GD Identify a range of ways to report concerns about content and contact	• Use sequence, selection and repetition in programs. • Work with variables and a form of input and output • Begin to use logical reasoning to explain how some simple algorithms work • Detect and correct errors in algorithms and programs • Begin to use text-based programming	• Use sequence, selection and repetition in programs. • Work with variables and a form of input and output • Begin to use logical reasoning to explain how some simple algorithms work • Detect and correct errors in algorithms and programs • Begin to use text based programming • GD Begin to transfer skills from block coding to text based coding	• Use sequence, selection and repetition in programs. • Work with variables and a form of input and output • Begin to use logical reasoning to explain how some simple algorithms work • Detect and correct errors in algorithms and programs • Begin to use text based programming • GD Detect and correct errors in algorithms and programs	• Choose the most appropriate page settings • Add content to a desktop publishing projects • Consider the benefits of desktop publishing and using different layouts	• Consider the benefits of desktop publishing and using different layouts
PE	<u>INDOOR: Gymnastics</u> <u>OUTDOOR: Cricket</u>	<u>INDOOR: Fitness</u> <u>OUTDOOR: Football</u>	<u>INDOOR: Fundamentals</u> <u>OUTDOOR: Forest School</u>	<u>INDOOR: Dance</u> <u>OUTDOOR: Tennis</u>	<u>INDOOR: Ball skills</u> <u>OUTDOOR: Basketball</u>	<u>INDOOR: Orienteering</u> <u>OUTDOOR: Athletics</u>
Music	Ballads	Traditional instruments and improvisation	Pentatonic melodies and composition	Developing singing technique	Creating compositions in response to an animation	Jazz
French	French greetings French adjectives of colour, size and shape	French playground games, numbers and age	French classroom A circle of life			