

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE 					
	  <p>In Egyptian Times Katie Davies</p> <p>DK find Out! Ancient Egypt</p>	 <p>The Heart and The Bottle Oliver Jeffers</p>	 <p>The BFG Roald Dahl</p>	 <p>The Great Kapok Tree Lynne Cherry</p>	 <p>Flotsam David Wiesner</p>	 <p>The Barnabus Project The Fan Brothers</p>

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Grammar and Genre Journey

Year 2 recap of co-ordinating conjunctions and using subordinating conjunctions when, if and because to extend sentences

To use the co-ordinating conjunction 'so' to show a consequence

Non-Chronological Report - Link to History

Adverbs
An **adverb** is a word that modifies a verb, an adjective, or another adverb. It often describes **how**, **when**, **where**, **how much**, or **to what extent** something happens.
She runs quickly. (modifies the verb runs, tells how)

Fronted adverbials

Writing a Dilemma Story

Expanded noun phrases for additional detail

Complex sentences - **after, before, while, and although.**
Subordinating conjunction to start the sentence, to mark the subordinating clause

A new chapter build up of narrative. Setting / characters

Consolidation and application of Grammar skills taught - adverbs / prepositions / conjunctions - time, place, cause

Recount

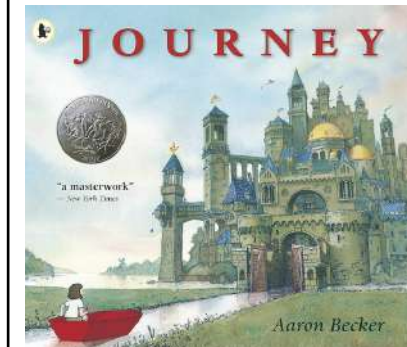
Consolidation and application of Grammar skills taught - adverbs / prepositions / conjunctions - time, place, cause

Persuasive Writing: Conservation

To use direct speech and to understand that direct speech can show character.

Dialogue Between Barnabus and a Friend:

Whole School Writes



YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Writing

Ed Shed - Weekly
SPAG lessons,
plus dictation and
practice activities

- Spell words which are often misspelt from the Y3-4 list
- Use the possessive apostrophe accurately with plurals
- Use a dictionary to check a spelling
- Use appropriate handwriting joins, including choosing unjoined letters
- Adopt the features of existing texts to shape own writing
- Build sentences with varied vocabulary and structures
- Organise paragraphs around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- Suggest improvements to grammar and vocabulary
- Proofread own work for spelling and punctuation errors

- Read aloud using appropriate intonation, tone and volume
- Use a range of conjunctions to extend sentences with more than one clause
- Choose nouns and pronouns for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause & place
- Use fronted adverbials
- Understand the difference between plural and possessive '-s'
- Recognise and use standard English verb inflections
- Use extended noun phrases, including with prepositions
- Use and punctuate direct speech correctly

Reading

Daily Accelerated
Reader / Whole Class
Reading/ Guided
Reading

- Read aloud and understand words based on knowledge of root words, prefixes and suffixes
- Read further exception words, including those with unusual spelling/sound links
- Retell some fairy tales or traditional tales orally
- Identify themes and conventions in a range of books
- Perform plays and poetry aloud using intonation, tone, volume and action
- Recognise some different forms of poetry
- Use dictionaries to check the meanings of words

- Check that a text makes sense, including explaining the meaning of words in context
- Identify and summarise the main ideas drawn from more than one paragraph
- Draw inferences about feelings thoughts and motives
- Use evidence to justify inferences
- Discuss words and phrases which capture the reader's interest
- Identify how language contributes to meaning
- Identify how structure and presentation contribute to meaning
- Retrieve and record information from non-fiction texts

Whole class Reading Texts



Maths Fluency

Daily 15 minutes Fluency (Counting, Place Value, Addition and Subtraction)

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

<p>Maths Whiterose https://whiterosemaths.com/</p>	<p>Place Value Partition, compare, order, and represent numbers to 1,000.</p> <p>Addition and Subtraction Add and subtract 1s, 10s and 100s across 10s and 100s.</p>	<p>Addition and Subtraction Add and subtract 3-digit and 2-digit numbers using exchange.</p> <p>Multiplication and Division Multiplying and dividing by 3, 4 and 8</p>	<p>Multiplication and Division Multiply and divide a 2-digit by a 1-digit number using exchange.</p> <p>Length and perimeter Measuring length in m, cm and mm. Measure and calculate perimeter.</p>	<p>Fractions Recognise and find a half, quarter and third. Use unit fractions and non-unit fractions.</p> <p>Mass and Capacity Measure and compare mass and capacity.</p>	<p>Fractions Fractions of objects, compare, order, add and subtract fractions.</p> <p>Money convert pound and pence. Add and subtract money. Give change.</p> <p>Time Telling the time to 5 minutes and a minute. Using A.M and P.M and a 24 hour clock.</p>	<p>Time Finding and comparing durations. Measuring time in seconds. Problem solving with time.</p> <p>Shape Recognise and describe 2-d and 3-d shapes. Compare angles.</p> <p>Statistics Pictograms, bar charts and tables.</p>
<p>Science Science Bug https://www.activelearnprimary.co.uk/</p>	<p>Animals inc Humans Movement and Feeding</p> <ul style="list-style-type: none"> explain the importance of a nutritionally balanced diet describe how nutrients, water and oxygen are transported within animals and humans identify that animals, including humans, cannot make their own food: they get nutrition from what they eat describe and explain the skeletal system of a human 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces observe that magnetic forces can be transmitted without direct contact observe how some magnets attract or repel each other classify which materials are attracted to magnets and which are not notice that some forces need contact between two objects, but magnetic forces can act at a distance compare and group 	<p>Rocks and Soil</p> <ul style="list-style-type: none"> compare and group together different rocks on the basis of their appearance and simple physical properties describe and explain how different rocks can be useful to us describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed describe in simple terms how fossils are formed when things that have lived are trapped within rock 	<p>Light and Shadow</p> <ul style="list-style-type: none"> recognise that they need light in order to see things recognise 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 their 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 	<p>Parts of Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) explain how they vary from plant to plant <p>Jan Ingenhousz (Photosynthesis) Joseph Banks (Botanist)</p>	<p>What Plants Need</p> <ul style="list-style-type: none"> 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

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

- describe and explain the muscular system of a human

Adelle Davis
(20th Century Nutritionist)

Marie Curie
(Radiation / X-Rays)

- together a variety of everyday materials on the basis of whether they are attracted to a magnet
- identify some magnetic materials
 - describe magnets have having two poles (N & S)
 - predict whether two magnets will attract or repel each other depending on which poles are facing

William Gilbert

(Theories on Magnetism)

Andre Marie Ampere
(Founder of Electro-Magnetism)

- recognise that soils are made from rocks and organic matter

Mary Anning
(Discovery of Fossils)

William Smith
Geology / Fossils

Inge Lehmann
(Earth's Mantle)

shadows change

James Clerk Maxwell
(Visible and Invisible Waves of Light)

Working
Scientifically

- use different ideas and suggest how to find something out
- make and record a prediction before testing
- plan a fair test and explain why it was fair
- set up a simple fair test to make comparisons
- explain why they need to collect information to answer a question
- measure using different equipment and units of measure
- record their observations in different ways - labelled diagrams, charts etc
- describe what they have found using scientific language
- make accurate measurements using standard units
- explain what they have found out and use their measurements to say whether it helps to answer their question
- use a range of equipment (including a data-logger) in a simple test

History

Ancient Egypt

Place events chronologically on a time using and understanding AD and BC
Know Ancient Egyptians 4500BC – 332AD
Name and know the importance of different Pharaohs and Gods

Rainforest Exploration

Understand and research key historical pioneers of Amazon rainforest exploration, and the hardships they went through (and caused) to fully discover the most remarkable, mysterious, and alluring realm in South America.

The Tudors

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The Tudors 1485 - 1603

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Understand the importance of rituals - process of embalming, mummification and the After life
Know how and why the pyramids / tombs were built – their content – the importance of finding Tutankhamun's tomb / treasures
Understand the hierarchy of society – different roles and responsibilities and what was life like for each member of society

Francisco de Orellana -the first person to navigate the entire Amazon River - Looking for gold.

Teddy Roosevelt is probably the most famous explorer to investigate the Amazon having been President of the USA between 1901 and 1909.

Percy Harrison Fawcett was a British artillery officer, archaeologist, and explorer.

Sydney Possuelo is an explorer and social activist 2006, Possuelo has lead many expeditions to find uncontacted tribes to protect them from common threats including deforestation, drug trafficking, and violence, and disease

Use an increasing range of common words and phrases relating to the passing of time.
Describe memories of key events in his/her life using historical vocabulary.
Place some historical periods in a chronological framework
Use historic terms related to the period of study
Use sources of information in ways that go beyond simple observations to answer questions about the past
Use a variety of resources to find out about aspects of life in the past
Understand that sources can contradict each other

Modern Day Egypt

Locate Egypt – capital city, continent, languages spoken, flag Use an atlas
Know the importance of the River Nile and irrigation systems used (Modern and Ancient)
Know tourists visit modern day Egypt

Deserts

Explain the weather and climate of a desert
Know that Antarctica is classified as a desert (little . no rainfall) are deserts?Locate deserts
Understand their environmental conditions
Know how they useful to humans for natural resources
Understand how animals and plants adapt to living in the desert

Rainforests

Know rainforests are found near the Equator, in the Tropics between the Tropic of Cancer and Capricorn
Use an atlas
Locate the Amazon Rainforest in South America and know it is the largest area of rainforest
Know Over 50% of the world's species are found in the rainforest
Know the Rainforest is made of 4 layers: Emergent, Canopy, Understory, Forest Floor and understand the features of each layer
Know about the indigenous tribes of the rainforest and how they live
Know the reasons why the Rainforests are in danger, the impact on the environment and how we can protect them

The UK study

Locate and name countries of the UK on a map
Locate and name cities/ regions of the UK
Use an atlas to label seas and rivers of the UK
Research and locate famous landmarks of the UK
Identify physical and human features of the UK
Research a region of the UK comparing the geographical similarities and differences (The Lake District vs The Yorkshire Dales) using photos, maps or videos.

Ancient Egyptian Scrolls **PAINTING**

Recognise and discuss the importance of Ancient Egyptian art.
Consider the suitability of a surface for drawing.
Record colours, patterns and shapes through observational drawing.

Developing drawing skills **DRAWING**

Use their observation skills to describe specific shapes, textures or patterns in objects.
Shade with a reasonable degree of accuracy and skill following the four shading rules.
Use mark marking to show texture and details.

Abstract shape and space **SCULPTURE**

Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
Make a structure that holds its 3D shape.

Art
(Kapow)

<https://www.kapowprimary.com/>

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Design Technology (Kapow) https://www.kapowprimary.com/	<u>Cross-stitch and applique</u> TEXTILES Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. Develop appliqué designs based on design criteria.		<u>Wearable technology</u> Digital media Give a brief explanation of the digital revolution and/or remember key examples. Suggest a feature from the virtual micro:bit that is suitable for the product. Write a program that initiates a flashing LED panel,		<u>Constructing castle</u> STRUCTURE Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose.	
Music (Kapow) https://www.kapowprimary.com/	Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.	Developing singing technique (Theme: the Vikings) The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms	Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.	Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
Computing (Kapow) https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/	Computing systems and networks 1: Networks Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks	*New* Programming: Scratch Building on the use of the ‘ScratchJr’ application in Year 2, progressing to using the more advanced application called ‘Scratch’, learning to use repetition or ‘loops’ and building upon skills to program an animation, a story and a game.	Computing systems and networks 2: Emailing Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	Computing systems and networks 3: Journey inside a computer Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and	Creating media: Video trailers (Previously called 'Digital literacy') Developing filming and editing video skills through the storyboarding and creation of book trailers.	Online safety: Year 3 Learning about online safety: ‘fake news’, privacy settings, ways to deal with upsetting online content, protecting our personal information on social media.

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

differences between various models.

PSHE

Entrust Staffordshire

Me and My School

Recognise their strengths and contributions to the school. Identify challenges they face and steps they can take to overcome them.
Face new challenges in a positive way.

Happy and Healthy Me

Research, discuss and debate topical issues, problems and events. What makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health and how to make informed choices.

Me and My Relationships

Recognise and name different body parts. Understanding families come in different forms. Describe a positive friendship. How the body changes as they approach puberty. Be aware of different types of relationship, including marriage and those between friends and families.

Me and my Safety

Identify risks in various situations. Keeping safe on the road. Investigate different influences both positive and negative

Me and Other People

Describe themselves, the local and wider community. Comparing and contrasting local communities and ethnicities.

Me in My World

Researching where money comes from, how money can be used and good value for money. Study things we need to consider when buying things and the impact this can have on the environment.

PE

P.E Hub

Basketball

Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Gymnastics

Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

Dance

Practise and put together a performance. Perform using facial expressions. Perform with a prop.

Hockey

Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control.

Rounders

To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills.

Athletics

Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.

RE

Entrust Staffordshire

Rules

Explore rules for living found in sacred writings and teachings

Religious Symbols

Compare and contrast the use of symbols, actions and

Religion in the Family

Compare and contrast the practice of religion in the home in

Religious Festivals

Investigate some features of key religious festivals and

Creation Stories

Explore the meaning of a wide range of stories about the beginnings of

Religious Figures

Explore into the life of key religious figures and **make links with**

YEAR 3 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

	and ask questions about their impact on the lives of believers.	gestures used in worship by different communities Christmas Identify the meaning of Christmas to christians..	different religious communities.	celebrations and identify similarities and differences. Easter	the world and reflect upon their importance for believers.	teachings and practices of special significance to followers.
French (ATLP)	<u>Bienvenue en France.</u> <ul style="list-style-type: none"> - Identify France on a map - Name some of the countries which border France - Tell someone various ways of getting to France - Be able to name some famous landmarks in France and identify where in France they are located - Remember some interesting facts about the landmarks - Place the landmarks on a map - To understand a range of common greetings in French? - To be able to say hello / goodbye and ask how they are in French? 		<u>La gastronomie française</u> <p>Recall the French vocabulary for 10 items of French food and be able to pronounce these words correctly</p> <ul style="list-style-type: none"> - To be able to remember the French for 10 different items of food. - To be able to ask the question "Tu aimes + item of food?" - To be able to give a simple opinion about items of food using the French expressions J'adore, J'aime, Je n'aime pas and Je déteste. 		<u>Dans un café</u> <ul style="list-style-type: none"> - Remember, understand and be able to say the numbers 1-10 in French. - Remember, understand and be able to say the words for different food items in French. - Understand simple sentences in French giving the price of different food items. - Translate simple sentences into French giving the price of different items of food. 	