Coit Primary School Long Term Plan 2025-2026

Year Group: 3

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Mathematics	**Place Value** Represent and partition numbers within 100 Number lines within 100 Represent and partition numbers to 1000 Number lines within 1000 One, ten, hundred more/less Estimate, compare and order numbers within 1000 Count in 50s **Addition and Subtraction** Apply number bonds Add and subtract 1s 10s 100s Add and subtract 2-digit numbers not crossing and crossing tens Add 2 and 3-digit numbers Subtract 2-digit from 3-digit Complements to 100 Estimate answers Inverse operations	**Multiplication and Division** Multiplication, equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping 3 times table, multiply and divide by 3 4 times table, multiply and divide by 4 8 times table, multiply and divide by 8 Multiply 2-digit by 1-digit no exchange and exchange Divide 2-digit by 1-digit Scaling **Shape** RECAP 2D and 3D shape names and properties Lines of symmetry	**Length and Perimeter** Measure length Compare lengths Equivalent lengths (mm/cm/m) Add and subtract lengths Measure perimeter Calculate perimeter **Money** Pounds/pence Convert pounds pence Add and subtract money Give change **Fractions** Recap half quarter thirds Unit and non-unit fractions Count in fractions	**Fractions** Making a whole Finding tenths Fractions on a number line Making fractions of amounts of objects Equivalent fractions Compare and order fractions Add and subtract fractions	**Time** Months/years Hours in a day Tell the time to the minute Use am and pm 24-hour clock Durations Start and end times Measuring time in seconds **Mass and Capacity** Measure and compare mass Add and subtract mass Measure capacity/volume Compare capacity Add and subtract capacity Compare temperature	**Shape** Turns/angles Right angles Compare angles Horizontal/vertical Parallel/ Perpendicular Recognise and name 2D and 3D shapes **Statistics** Pictograms Bar Charts Tables
English	**Cinderella of the Nile** **The Story of Tutankhamun** **The lion, the witch and the wardrobe**		**Under the Moon & Over the Sea (poems)** **Gregory Cool** **Miranda the Explorer**		**Theseus and the Minotaur** **Falling Out of the Sky (poems)** **Myths and Legends** **The Explorer** **The Great Kapok Tree** **There's a Rang-Tan in My Bedroom**	

	Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. **Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)** **Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.	Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. **Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)** **Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**	Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. **Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)** **Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** **Demonstrating an increasing familiarity with a wide range of books from different genres including ==myths==, ==legends== and traditional stories.**
	Identifying ==themes==, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. **==Predicting== what might happen from details stated and implied. (KPI)** **Identifying main ideas drawn from a simple text and ==summarising== these. (KPI)** Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes **Retrieving and recording information from non-fiction. (KPI)** Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. **Using dictionaries to check the meaning of words that they have read. (KPI)** Discussing words and phrases that capture the reader's interest and imagination.	When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. Discussing ==words and phrases== that capture the reader's interest and imagination. Drawing ==inferences== from characters' feelings, thoughts and motives that justifies their actions and supporting these views. **Identifying main ideas drawn from a simple text and summarising these. (KPI)** **Using dictionaries to check the meaning of words that they have read. (KPI)** Asking questions to improve their understanding of a text. **Retrieving and recording information from non-fiction. (KPI)**	Identifying ==themes==, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Drawing ==inferences== from characters' feelings, thoughts and motives that justifies their actions and supporting these views. **==Predicting== what might happen from details stated and implied. (KPI)** **Identifying main ideas drawn from a simple text and ==summarising== these. (KPI)** Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes **Using dictionaries to check the meaning of words that they have read. (KPI)** Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.

Main focus: 1.Non-chronological report Skill - Subordination and coordination (revisit KS1) 2.Explanation Skill - Subordination and possessive apostrophes **Oral:** discussing and recording ideas 3.Narrative – 1st person, writing in role, character descriptions Skill- use of adverbs and prepositions **Oral:** Poetry	**Main focus:** 1.Narrative – 1st person dialogue Skill-inverted commas and speech punctuation 2.Persuasion – persuasive language (recap, flattery, exaggeration, command) **Oral:** discussing and recording ideas **Oral:** Poetry	**Main focus:** 1.Non chronological reports Skills – layout features, captions, headings, sub-headings **Oral:** composing and rehearsing ideas orally 2.Narrative-3rd person Mythical stories including setting descriptions Skills – tenses, direct speech, subordination and coordination 3.Persuasion Skills – conjunctions, adverbs, possessive apostrophes **Oral:** composing and rehearsing ideas orally

Vocabulary, Grammar and Punctuation **ONGOING**	**Word**	Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, diss...*
	Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, ...in, because of*]
	Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out t...*
	Punctuation	Introduction to inverted commas to **punctuate** direct speech

Terminology for pupils

preposition, conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Science

Rocks and Fossils

We will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

We will describe in simple terms how fossils are formed when things that have lived are trapped within rock

We will recognise that soils are made from rocks and organic matter

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

Forces and Magnets

We will compare how things move on different surfaces

We notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

We can observe how magnets attract or repel each other and attract some materials and not others

We can 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

We describe magnets as having 2 poles

We can predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
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Light

We will recognise that they need light in order to see things and that dark is the absence of light

We will notice that light is reflected from surfaces

We will recognise that light from the sun can be dangerous and that there are ways to protect their eyes

We will recognise that shadows are formed when the light from a light source is blocked by an opaque object

We will find patterns in the way that the size of shadows change

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
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- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
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Animals Including Humans

We will 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

We will identify that humans and some other animals have skeletons and muscles for support, protection and movement

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
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Plants

We will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

We will explore 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

We will investigate the way in which water is transported within plants

We will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Disciplinary (Working Scientifically) Concepts:

- Asking question
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Scientific Enquiry Types:

- Identifying, Classifying and grouping
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| | | • Comparative and fair testing
• Research using secondary sources
Pattern seeking | | | |

Working Scientifically

During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- 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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

History

Ancient Egypt

Egyptian dynasty start/end and key events

Old kingdom, Middle Kingdom, New Kingdom

How Egyptian life changed during the Egyptian dynasty?

What modern day inventions are an Egyptian legacy?

What is the role of the river Nile today?

Why was the river Nile important?

Why was the discovery of the pyramids and texts important?

Was religion important for all Ancient Egyptians?

What was the hierarchy in Ancient Egypt?

What did the Ancient Egyptians trade and who with?

Do historians agree about how the pyramids were built?

Why did the Egyptian dynasty come to an end?

Ancient Greece

Classical Greece Hellenistic Greece and Roman Greece start/end and key events

What changed and what stayed the same?

What impact on modern day living did Greeks have?

How does AE and AG compare?
Which period of ancient Greece was most significant?

Who was an important Greek Figure?

How was life different/same between Sparta and Athens?

How was Society structured?

Was religion important for the Ancient Greeks?

What did the ancient Greeks trade with and who with?

How did historians think that religion affected life in Ancient Egypt? Was religion important for the Ancient Egyptians? How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?			How do historians know about Ancient Greece? Why did Ancient Greece come to an end? What can historians tell us about how the Ancient Greeks governed? Were Ancient Greeks religious? Why do historians believe that Alexander the Great was great?

Geography

Egypt

Egypt-History Orientation lesson

Egypt Focus on River Nile

Locate-continent surrounding countries, oceans and seas

Importance of the Nile –Nile facts

How the Nile supports employment?

What does Egypt produce-world trade?

How the impact of flooding on the River Nile has improved?

<mark>How did the building of the dam change lives?</mark>

North America

North America/Native American Creation Stories/Fieldwork
Size of Jamaica
Mexico
Canada
Alaska

Where is North America's place in the world?

What countries are there in North America?

Equator line and North/South Pole

Predict climate based on position from equator

Explore countries of NA

Explore Caribbean -Jamaica/Mexico Canada/Alaska and Artic circle

Physical/Human Landmarks

Climate

Capital cities New York
States
USA

What do you know about Jamaica/Mexico/Canada/Alaska?
Population
Official Languages
Major Religions
Famous People
Popular Food
Festivals

What are the most common Livelihoods in..?

Greece

Orientation
Where is Greece in the world?

What do you know about the capital of Greece-Athens?

What does Greece produce-world trade?

What has changed in Athens over time?

What is Athens doing about the Pollution issues?

South America and Rainforests

What is the scale of the SA rainforests?

Where is South America?

Where is the SA Rainforest?

What is a climate Zone?

What is a biome?

What are the different characteristics of a rainforest biome?

What are the names and functions of the different rainforest layers?
Brazil
Population
Official Languages
Major Religions
Famous People
Popular Food
Festivals

Rainforest
Indigenous people
Population
Official Languages
Major Religions
Famous People
Popular Food
Festivals

How are climate/ plants and animals interconnected?

How does the rainforest support
Indigenous people's homes, livelihood?

		Mexico Jamaica Canada How do these jobs affect the environment? Settlements/people's lives (economy) What projects are in place to improve the environment In Mexico/Jamaica? How has Mexico changed over time-physical and chemical affects		How are the supply chains of resources from the rainforest which provide food and medicine protected? Who has and what has affected the rainforest over time and why?
Computing	**Strand 1 – Communicating: Text and images** **1.3 What makes a good poster?** In this unit children focus on combining information to improve communication. They will learn how to communicate by using a combination of graphics and text. Children will create, edit, organise and store content for a given purpose both as a led task and independently. **Creating media** **Data and information** **Effective use of tools** **Networks** **Safety and Security**	**Strand 2 – Communicating: Multimedia Making Digital Music (Teach Computing unit)** In this unit, children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. The children will compare creating music digitally and non-digitally as well as looking at patterns and purposefully creating music. **Creating media** **Design and development** **Effective use of tools** **Impact of technology**	**Strand 4 – computational thinking: programming A** **4.3 Sequence and events in programs** In this unit, children will recognise that changing the sequence of code in a program affects the outcome. They will use a range of inputs in a program to make things happen and create an algorithm to plan out a program. **Data and information** **Effective use of tools**	**Strand 3 – Understanding and sharing data** **Flat-file databases (Teach Computing unit)** In this unit, children will look at how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. The children will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others. **Data and information** **Effective use of tools**	**Strand 4 – computational thinking: programming B** **5.3 Count-controlled loops in Scratch** In this unit, children recognise that an algorithm is a sequence of instructions to fulfil a task and that when inputted on a computer, it is called a program. Children will use a range of events to start part of a program and use count-controlled loops to make things happen a certain number of times. **Data and information** **Effective use of tools**

Music	Autumn Term Objectives	Spring Term Objectives	Summer Term Objectives

Autumn Term Objectives

Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.

Pupils will be taught to identify changes in speed (*tempo*)

Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests

Pupils will use their voices expressively and creatively using

- chants
- rhythms
- raps
- body percussion
- tongue twisters

Pupils will learn to experiment with sounds using the inter-related dimensions of music

- duration
- structure
- tempo
- dynamics

Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening

Pupils will listen with attention to detail to recall sounds with increasing aural memory

Pupils will learn to understand stave and other musical notations including:

- simple bars
- crochets
- quavers
- rests

Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed.

Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note

Outcomes

Spring Term Objectives

Pupils will understand the relationship between higher and lower notes.

Pupils will be introduced to the word **pitch** and will understand the context in which this word is used.

Pupils will learn to identify and use notes happening at the same time using:

- match songs
- Rounds
- Kodaly Method
- Simple Harmonies
- Visualisations/Notation

Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do

Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).

Pupils will begin to sing songs with small and larger leaps in pitch

Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence

Pupils will create, select and combine sounds using the inter-related dimensions of music

Outcomes

Most students will be confident in singing at pitch in unison

Most students will be confident singing in simple match songs or rounds

Some students might be confident in singing a simple harmony line alongside a unison song

Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts

Summer Term Objectives

Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique

Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes

Pupils will learn to identify different inter-related dimensions of music including

- Dynamics (forte/piano/crescendo/diminuendo
- Structure (Verse/chorus/part 1/part 2/ bridge)
- Tempo
- Articulation
- Expression

Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances

Pupils will learn to observe phrasing, accurate pitching and appropriate style

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary

Outcomes

	Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Most students will identify the difference between a pulse and rhythm and show this in practice Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest) Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests # Some students might need support with confidently creating their own lyrics to add to a given rhythm			Most students will sing confidently and with expression in a performance Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically Some students will sing solos or in small groups Some students might need support to identify areas in which a performance can improve		
	Listen and Appraise: **Kerry Andrew No place like Home** **https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j** Performance: Harvest Festival	**Listen and Appraise:** Winter Theme Vivaldi Trailblazer (artwork inspiration) https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbnrd Performance: Christmas	**Listen and Appraise:** https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 Performance: Spring Showcase for other children	**Listen and Appraise:** **Mason Bates Anthology of Fantastic Zoology** **https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbfn7nb** Performance: Spring Showcase for parents	**Listen and Appraise:** Troy songs linked to the story of the Trojan War x7 (5 mins max) https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs Performance: Reflect, Rewind, Replay	**Listen and Appraise:** Brazil Amazon Theme Trailblazers Little Train of the Caipira Brazil x 6 lessons Heitor Lobos https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr Performance: End of Year Showcase

PE	**Yoga (GS4PE)**	**Ball skills (GS4PE)**	**Dance (GS4PE)**	**Basketball (GS4PE)**	**Athletics (GS4PE)**	**OAA (GS4PE)**
	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. **Key Skills:** Breathing, balance, flexibility, strength, coordination **Key Concepts:** ● Balance ● Coordination ● Fitness ● Sequence ● Technique	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. **Key Skills:** Tracking, throwing, catching, dribbling **Key Concepts:** ● Movement ● Coordination ● Collaboration ● Technique	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. **Key Skills:** Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction **Key Concepts:** - Movement - Balance - Coordination - Collaboration - Sequence - Evaluation and improvement	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. **Key Skills:** Throwing, catching, dribbling, intercepting, changing direction and speed, shooting **Key Concepts:** ● Movement ● Balance ● Agility ● Coordination ● Competition ● Collaboration ● Fairness ● Technique	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. **Key Skills:** sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance **Key Concepts:** ● Movement ● Agility ● Coordination ● Fitness ● Technique	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. **Key Skills:** map reading, working as a team, using new vocabulary, communication **Key Concepts:** ● Movement ● Coordination ● Collaboration ● Sequence
	Fundamentals (GS4PE)	**Gymnastics (GS4PE)**	**Fitness (GS4PE)**	**Hockey (GS4PE)**	**Dodgeball (GS4PE)**	**Golf (GS4PE)**
	Pupils will develop fundamental movement skills such as balancing, running, jumping, hopping and skipping. Pupils will focus on their ability to change direction with balance and control, understand how the body moves at different speeds and how to speed up and slow down. Pupils will work independently and with others, practise taking turns and sharing their ideas. **Key Skills:** balancing, running, jumping, hopping, skipping **Key Concepts:**	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.	Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their

- Movement - Agility - Speed	**Key Skills:** Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnasticss **Key Concepts:** ● Movement ● Balance ● Agility ● Coordination ● Sequence Technique	encouraged to work safely and with control. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** ● Movement ● Balance ● Agility ● Coordination ● Fitness ● Sequence ● Evaluation and improvement	identify why this behaviour is important. **Key Skills:** Dribbling, passing, receiving, intercepting, tackling **Key Concepts:** - Movement - Agility - Coordination - Competition - Collaboration - Technique - Sequence - Health - Fitness	**Key Skills:** Throwing, catching, dodging, blocking **Key Concepts:** - Movement - Agility - Competition - Collaboration - Fairness	own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. **Key Skills:** Accuracy, balance, co-ordination, striking **Concepts:** ● Movement ● Balance ● Agility ● Coordination ● Competition

Art and Design

Y3 RETRIEVAL PRACTICE AUTUMN TERM
- I can begin to sketch lines and shapes based on what I have seen
- I can experiment with a range of media when drawing lines and shapes (pencils, crayons, pens etc)
- I can begin to use hatching, scumbling and stippling to create texture/patterns

FOLLOWING UNIT of work
- DRAWING GAPS
- I can experiment with different pencil grades
- I can create different tones by shading
- I can create different textures using hatching, cross-hatching, scumbling, stippling

Drawing

Research: Pencil artists
Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?
Developing skills:
Understanding pencil grades
Line
Shape
Tone (shading)
Texture
Tones:
https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t
Bringing drawing to life:
https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee
NSEAD (experimenting with tone):

Painting

Research:

Henri Rousseau
Developing skills:
Colour mixing
Blocking colour
Washes
Thickened paint
Hue, shade, tones, tints
Colour mixing:
https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1
Applying skills:
Progressing to create 'Rainforest scene' in the style of Henri Rousseau
Evaluation:
Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's?
Formal Elements:
Line
Shape
Form
Colour
Texture

3D form

Research:
Greek architecture
Developing skills:
Model making
Mixed media experimentation (card, clay)
Using tools
Shape
Form
Papier mache? Clay?
Working with clay:
https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d
Working with clay 2:
https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t

Applying skills:
Design and form own Greek building in the style of the Parthenon – papier mache/clay
Evaluation:
How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?
Formal Elements:
Line

	https://www.nsead.org/resources/units-of-work/uow-experimenting-with-tone/		Shape
	Applying skills:		Form
	Creating an observational drawing of Tutankhamun's death mask		Space
	Evaluation:		Texture
	Children to evaluate how well they were able to apply their pencil skills to form line, shape, tone and texture. How have your skills developed? How could you improve their pencil drawing?		
	Formal Elements:		
	Line		
	Shape		
	Tone		
	Texture		

Design and Technology

Mechanisms:	Structure	Food/Nutrition
To design and make a moving animal. **Skill retrieval from previous years**: Hinges, levers and Sliders, Strengthening and stiffening, free standing structures **NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]**	**To design and make a structure to protect a pet to withstand heavy rainfall and high winds.** **Skill retrieval from previous years**: strengthening and stiffening, free standing structures **NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**	**To design and make a Greek inspired dish for Year 3 parents.** **NC: Understand and apply the principles of a healthy and varied diet.**

Mechanisms:

To design and make a moving animal.

Skill retrieval from previous years: Hinges, levers and Sliders, Strengthening and stiffening, free standing structures

NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Investigate, disassembly, evaluate
- Investigate a variety of familiar objects that use air to make them work.
- Examine, sketch, label and/or describe a variety of these kinds of objects.
- Disassemble products to understand how they work.
- Improve on existing designs, giving reasons for choices.
- Identify some of the great designers in different areas of study to generate ideas from their designs.

Focus Practical tasks:
Make a variety of simple pneumatic systems using basic equipment.
Learn about pulleys and learn how to make a simple pulley.
Compare pneumatic systems with other mechanisms taught previously (hinges, levers, sliders)

Design
Children will use their knowledge of mechanisms to design an animal with moving parts.
- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Explore, develop and communicate design proposals by modelling ideas
- Make drawings with labels when designing

Make
- Children will create an animal with at least one moving part.
- Utilise mechanisms to ensure at least one part is moving
- Make appropriate design decisions to ensure their product is fit for purpose
- Measure, mark out, cut, score and assemble components with more accuracy
- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT

Structure

To design and make a structure to protect a pet to withstand heavy rainfall and high winds.

Skill retrieval from previous years: strengthening and stiffening, free standing structures

NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Investigate, disassembly, evaluate
- Investigate native American houses and other structures which can be used as shelter
- Investigate structures and how they are made stable.

Focus Practical tasks:
Explore nets of shape and the 3D shapes it creates
Compare the strength and stability of different structures
Explore the properties of different materials and think about which ones are suitable for each section of their structure.
Think about strength, stability, malleability and other features in this exploration lesson.
Explore how materials can be made stronger and stiffer.

Design
Children will use their previously learnt skills to draw and a design to protect a pet.

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Explore, develop and communicate design proposals by modelling ideas

Make
Children will follow their designs to create their structure, using the skills they have previously learnt. They will need to also consider building safely and solving problems that may occur.
- Measure, mark out, cut, score and assemble components with more accuracy
- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Measure, tape or pin, cut and join fabric with some accuracy
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment

Food/Nutrition

To design and make a Greek inspired dish for Year 3 parents.

NC: Understand and apply the principles of a healthy and varied diet.

Investigate, disassembly, evaluate
- Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using The Eatwell Guide
- Carry out sensory evaluations on the contents of the food from
- Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food?
- Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.
- Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed

Focus Practical tasks:
Cutting and slicing different food
Tasting different food stuff
Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.
Measure and weigh ingredients appropriately. Follow a recipe.
Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc)
Children will measure, mark out and assemble components with more accuracy.
Practise kneading, ready for bread making using playdough.
Food preparation and cooking techniques practised by making a food product using an existing recipe.
Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?

Design
Children will design their own pizza, considering the order of working
Generate ideas for an item, considering its purpose and the user/s
Identify a purpose and establish criteria for a successful product.
Plan the order of their work before starting
Make drawings with labels when designing
Design purposeful, functional, appealing products for themselves and parents based on design criteria in the context of designing a traditional Greek dish.

Make
Children to prepare a dish in the context of following a recipe

Evaluate	**Evaluate**	Cut materials accurately and safely by selecting appropriate tools.
• Children will demonstrate their finished moving models, then evaluate both their process and their finished product.	• Children will evaluate their own design process as well as their finished product.	know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.
• Children will identify successful areas of their finished products. Children will identify areas that could be improved upon.	• Children will suggest ways in which they would change their design if they were to make their product again..	Measure and weigh ingredients appropriately.
• Children will describe what they would do differently if they were to make their moving crocodile again?	• Children will assess how well their finished product meets the original design criteria?	Follow a recipe
• Evaluate their product against original design criteria e.g. how well it meets its intended purpose		**Evaluate**
		Children will evaluate their dish against original design criteria. Did it meet the criteria of being part of a healthy and varied diet?
		Children will also request feedback from parents. Children will consider what was successful and if they would change anything in future recipes.
		Evaluate their product against original design criteria e.g. how well it meets its intended purpose

RE	L2.1 What do Christians learn from the Creation story? Christianity	L2.2 What is it like for someone to follow God? Christianity	L2.9 How do festivals and worship show what matters to Muslims? Islam	L2.10 How do festivals and family life show what matters to Jewish people? Judaism	L2.4 What kind of world did Jesus want? Christianity Visit to a church in Sheffield	L2.12 How and why do people try to make the world a better place? Religion: Thematic unit – C, J, I, NR.
RHE	Tolerance and mutual respect Friendship What makes a good friend? Rule of Law Online Safety Os1) Online strangers (P1) * Rule of Law Online Safety Os2) Sharing Online * Tolerance and mutual respect Racism Lesson 1: Talking about race and racism Tolerance and mutual respect Racism Lesson 2: Defining anti-racism	Tolerance and mutual respect Family Do families always stay the same? Tolerance and mutual respect Family Are all families like mine? Tolerance and mutual respect Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	Physical Health P1) How do I keep my body healthy? * Rule of Law Drugs and Alcohol H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) * Rule of Law Drugs and Alcohol H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns * Online Safety ScreenTimeL1**and Sleep L2* *	Mental Wellbeing M1) How do I manage my feelings? Online Safety Os3) Friendship Online (S1) * Physical Health P2) How do I get a healthy diet? * Individual Liberty Online Safety Project Evolve I can demonstrate how to make responsible choices about having an online identity, depending on context. *	Rule of Law Online Safety Os4) Personal Information (C2)* Physical Health P3) How do I stop getting ill? * Rule of Law Drugs and Alcohol H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) * Rule of Law Drugs and Alcohol Drugs-Safety rules and risks-Medicines and Household Products *	Rule of Law Online Safety Deciding what is appropriate L3 * * Online Safety Suspicious Messages C4 * * Financial Capability How money is used-PSHE Association Use the resource from Natwest Money Sense What affects my choices about money?

MFL	**Phonetics lesson 1 (XT)**	**Animals (EL)**	**Instruments (EL)**	**I Am Able …(EL)**	**Fruits (EL)**	**Ice-Creams (EL)**
	In this introductory lesson, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. **I Am Learning French (EL)** By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the countries where the French language is spoken.	In this unit, pupils will learn 10 familiar animals and be introduced to the 1st person singular verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person verb 'I play'. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments. Pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.	During this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.