



Broadbent Fold Primary School and Nursery
 Long Term Planning
 Year 3 2026-2027
 Teacher: Miss Harvey

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question:	Where would you travel to?	Could you survive the Stone Age?	What makes Earth angry?	Does the world need the Iron Man?	How did the Tudors change Britain?	Who were the Ancient Greeks?
Hooks: Trips/Visitors <u>/Careers Link</u>	Role play holidays Who sent us a postcard? <u>Is it more fun to be a pilot or a travel agent?</u>	Stone Age to Iron Age workshop 25/11/26 <u>What does a palaeontologist do?</u>	Creative homework task- create an erupting volcano DT- Design a freestanding playground structure <u>How do environmental scientists prepare for natural disasters?</u>	Design mechanical model based on pulleys to rescue the Iron Man. <u>How do engineers use pulleys in every day life?</u>	Ordsall Hall class trip 25/5/27 <u>How have careers changed since Tudor times?</u>	Greek Food tasting and plan and make a healthy Greek salad Ancient Greece Creative homework- 2/7/27 <u>What qualifications do you need to be a chef?</u>
Text	<u>Non-fiction</u> A ticket around the world <u>Poetry</u> Clerihews	<u>Fiction</u> Stone Age Boy <u>Poetry</u> Christmas themed	<u>Non-fiction</u> Pebble in my pocket	<u>Fiction</u> The Iron Man <u>Poetry</u> Ted Hughes poetry	<u>Fiction</u> Diver's Daughter: A Tudor Story by Patrice Lawrence	<u>Fiction</u> Beasts of Olympus <u>Non-fiction</u> Ancient Greeks



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Genre focus	Postcards Persuasive writing- holiday brochure <u>Cross curricular</u> Clerihew poetry Information texts- places around world	Historical narrative Letters <u>Cross curricular</u> Christmas poems Postcard from a Stone Age hunter gatherer	Non-chronological reports Adventure narrative <u>Cross curricular</u> Write a letter to volcanologist Tasmin Mather Persuasive writing- build my playground structure	Narrative and character description Instructions Ted Hughes poetry <u>Cross curricular</u> Non chronological report -human anatomy Easter story	Biography of a Tudor royal Newspaper <u>Cross curricular</u> Persuasion adverts- a new wife for Henry VIII	Greek myths Information leaflets <u>Cross curricular</u> Newspaper linked to Ancient Olympics Biography of Alexander the Great
Oracy skills	To experiment with adjusting tone, volume and pace for different audiences Listen actively, questioning and responding to others	To offer opinions that aren't their own To begin to use specialist vocabulary	To reflect on discussions and identify how to improve To consider position and posture when addressing an audience	To speak with confidence in front of an audience To be able to use specialist language to describe their own and others' talk	To be able to summarise a discussion To adapt the content of their speech for a specific audience	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice') To reach shared agreement in discussions



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Significant People	Bessie Coleman- Black History Week	English fossil finder- Ida Slater	Famous vocanologist- Tamsin Mather	Author-Ted Huhes	Tudor King- Henry VIII	Greek Gods
	Artists- L.S Lowry and Thomas Gainsborough	Stop motion animator- Tim Burton	Scientist- Sir Isaac Newton		Artist- William Morris	Footballer- Marcus Rashford
Maths	Number - Place value Number - Addition and Subtraction	Number – multiplication and division A	Number - Multiplication and division B Measurement - Length and perimeter	Number – Fractions A Measurement – Mass and capacity	Number – Fractions B Measurement – Money	Measurement – Time Geometry - Properties of shape Statistics Consolidation
P.S.H.E (thematic approach) and SRE	<u>Relationships:</u> - What makes a family; features of family life. - Personal boundaries; safely responding to others; the impact of hurtful behaviour - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite BV- Rule of Law		<u>Living in the wider world:</u> - The value of rules and laws; rights, freedoms and responsibilities - How the internet is used; assessing information online Different jobs and skills: job stereotypes; setting personal goals		<u>Health and Wellbeing:</u> - Health choices and habits; what affects feelings; expressing feelings - Personal strengths and achievements; managing and reframing setbacks - Risks and hazards; safely in the local environment and unfamiliar places - Y3 RSE Curriculum BV- Mutual respect	



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Science Working scientifically throughout the themes	<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 their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change	<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>Forces & magnets</u> -compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other -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 -predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<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>British Science Week</u> -varied scientific exploration	<u>Plants</u> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - 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
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History		<u>The Stone Age to the Iron Age</u> -Know the differences between The Stone Age, Bronze Age and Iron Age How Britain has changed between the stone age and bronze age. -Know about Hunter gatherers knowledge			<u>The Tudors</u> - Know about the changing power of Monarchs using case studies such as Henry VII, Henry VIII and Elizabeth I. - Local Study related to the Tudors like Ordsall Hall - Know how people lived in the local area during the Tudor times	<u>Ancient Greece</u> -Study Greek life and influence on the Western world -Know some of the main characteristics of the Athenians and the Spartans -Know about the influence the gods had on Ancient Greece -Know at least five sports from the Ancient Greek Olympics
Geography	<u>Location Knowledge</u> -Revisit Continents/ Oceans -Know 4 countries from the southern and northern hemisphere. -Know 8 compass points -Use maps to locate European counties and capitals -Name and locate 8 counties and cities in England		<u>Physical Geography</u> -describe and understand key aspects of earthquakes and volcanoes.	<u>Place knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Australia		Via History topic: -know at least five differences between living in the UK and a Mediterranean country



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Computing / Esafety <u>Safe use</u> E-safety ongoing throughout the year	<u>Safe use</u> -use technology respectfully and responsibly -know different ways they can get help, if concerned <u>Connecting computers</u> - develop their understanding of digital devices -compare digital and non-digital devices -discover computer networks and the benefits of connecting devices in a network	<u>Stop frame animation</u> - use a range of techniques to create a stop-frame animation -apply skills to create a story-based animation adding other types of media such as music and text.	<u>Sequencing sounds</u> - introduce Scratch -use motion, sound, and event blocks to create own programs with sequences. -make a representation of a piano	<u>Events and actions in programs</u> -move a sprite in four directions (up, down, left, and right) -explore movement within the context of a maze -draw lines with sprites and change the size and colour of lines - design and code own maze-tracing program.	<u>Desktop publishing</u> - desktop publishing software considering font size, colour and type to edit and improve -understand the terms 'templates', 'orientation', and 'placeholders' to make their own template for a magazine front cover - add text and images to create their own pieces of work	<u>Brancing databases</u> - develop understanding of what a branching database is and how to create one - use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects -create physical and on-screen branching databases -create an identification tool using a branching database
Music Sing Up scheme	<u>Mingulay boat song</u> Develop an understanding an appreciation of music from different musical traditions. Use different instruments and different speeds. BV- Individual liberty	<u>I've been to Harlem</u> Compose an ostinato. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up	<u>March from The Nutcracker</u> Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement	<u>Latin dance</u> Listen to a range of Cuban pieces Compose a 4-beat rhythm pattern	<u>Samba with Sergio</u> Perform vocal percussion as part of a group.	<u>Just three notes</u> Invent simple patterns using rhythms and notes C-D-E. Compose music Recognise and copy rhythms and pitches C-D-E



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Art and design	<u>Landscape collage</u> -explore creating a collage with a variety of media -experiment sorting materials with purpose to create effect -learn new techniques such as overlapping, tessellation mosaic and montage to create a Matisse inspire UK landscape <u>Artists- Henry Matisse</u>	<u>Prehistoric cave drawing & painting</u> -experiment with line, tone and texture, including shading Cave painting- use techniques to create shapes, textures, patterns and lines -use different colour mixing with mediums including natural paints -recognise when art is from different historical periods			<u>Create a Tudor pattern motif</u> -observe patterns found in nature and across cultures -use a variety of printing blocks eg string on a block, polystyrene tiles - create a motif inspired by the Tudors <u>Artists- William Morris</u>	
MFL-Polish	• Introduction • Where is Poland is located? • Greetings Numbers 1 – 20	• Emotions • Personal information • Day of the week. Christmas celebrations	• Months of the year • Birthdays Colours and personal preference	• Parts of the body How Easter is celebrated in Poland	Family and relatives	Animals and adjectives to describe



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Design and Technology			Structures- make a freestanding playground structure <u>Design, make and evaluate</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose - select from and use a wider range of tools and equipment to perform practical tasks -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Design a Crane to rescue the Iron Man <u>Technical knowledge</u> - understand and use mechanical systems in their products <u>Design, make and evaluate</u> - select from and use a wider range of materials and components, including construction materials investigate and analyse a range of existing products		Design a healthy Mediterranean meal <u>Cooking and nutrition</u> - understand and apply the principles of a healthy and varied diet - prepare and cook a dish using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
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P.E.	Tag Rugby apply a range of skills effectively in a game of rugby Dance -Dance around the world -improvise freely and translate ideas from a stimulus into movement * Sports coach	Handball Understand tactics and demonstrate understanding of handball rules Outdoor and Adventurous Activity -communicate and work as part of a group - plan, orient and navigate a route	Dodgeball Understand tactics and demonstrate understanding of dodgeball rules Gymnastics- receiving body weight receive and hold own body weight in balance and motion * Sports coach	Basketball Dribble, pass and shoot using the correct techniques Tennis use tactics against an opponent in tennis * Sports coach	Athletics Know how to sprint and hurdle Use effective techniques for jumping and throwing Gymnastics- Linking movings together Perform a range of gymnastics movements	Football apply a range of skills effectively in a game of football Rounders Use a range of skills effectively in throwing, fielding and batting
R.E. Tameside Syllabus	<u>Expressing Strand</u> L2.5a How do people from religious and non-religious communities celebrate key festivals? BV- Tolerance		<u>Living strand</u> L2.7 What does it mean to be a Christian/Jew in Britain today? BV- Tolerance		<u>Believing strand</u> What do different people believe about God? BV- Tolerance	