



|                                                                                                                                                                                            | Autumn 1                                                                                   | Autumn 2                                                                           | Spring 1                                                                                          | Spring 2                                                                          | Summer 1                                                                            | Summer 2                                                                |
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| <b>Maths</b>                                                                                                                                                                               | Place Value<br>Addition and Subtraction<br><br>Times Tables 2,5,10                         | Addition and Subtraction<br>Multiplication and Division<br><br>Times Tables 2,5,10 | Multiplication and Division<br>Length and Perimeter<br><br>Times Tables 2,5,10                    | Fractions<br>Mass and Capacity<br><br>Times Tables 2,5,10                         | Fractions<br>Money<br>Time<br><br>Times Tables 2,5,10                               | Time<br>Shape<br>Statistics<br>Consolidation<br><br>Times Tables 2,5,10 |
| <b>English</b><br><b>Writing outcomes:</b><br>Poetry<br>Narrative<br>Speech<br>Descriptive writing<br>Persuasive writing<br>Non-chronological report<br>Information pages<br>Diary entries | The wilderness by Steve McCarthy                                                           | Leon and the space between by Angela McAlister                                     | The Barnabus project by Fan Brothers                                                              | The seed of doubt by Irena Brignull                                               | Cloud tea monkeys by Mal Peet and Elspeth Graham                                    | Small in the city by Sydney Smith                                       |
| <b>Science</b>                                                                                                                                                                             | Animals Including Humans- Identify that animals including humans, need the right types and | Light- Recognise that they need light in order to see things and that              | Forces and Magnets- Compare how things move on different surfaces. Observe how magnets attract or | Rocks and Soils- Compare and group together different kinds of rocks on the basis | Plants- Identify and describe the functions of different parts of flowering plants: | Plants- Identify and describe the functions of different parts of       |



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|         | <p>amount of nutrition and 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.</p> | <p>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.</p> | <p>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. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| History | The Romans                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                             | The Stone Age<br>Understand the changes in Britain                                                                                                                                                                           | The Bronze Age to the Iron Age                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|                  | Understand the Roman Empire and its impact on Britain. |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                 | from the Stone Age. | Understand the changes in Britain from the Bronze Age to the Iron Age. |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Geography</b> |                                                        | <p>Brazil</p> <p>Locate the world's countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and</p> | <p>Volcanoes and Earthquakes</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> |                     |                                                                        | <p>Rivers</p> <p>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, coasts and rivers) and land use patterns; and understand how some of these aspects have changed overtime. Use maps, atlases, globes and</p> |



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|      |                                                                                                                   | physical geography of a region of North or South America. Use maps, atlases and globes.               |                                                                                                    |                                                                |                                                                         | digital/computer mapping to locate countries and describe features studied. |
| Art  | Drawing- Growing Artists                                                                                          |                                                                                                       | Prehistoric painting                                                                               |                                                                | Abstract Shape and Space                                                |                                                                             |
| DT   |                                                                                                                   | Mechanical Systems- pneumatic toys                                                                    |                                                                                                    | Wearable Technology                                            |                                                                         | Food Technology                                                             |
| RE   | What does it mean to be a Christian in Britain today?                                                             | What do different people believe about God?<br>Christian focus and either or both Hindus and Muslims. | Why do people pray?                                                                                | Why are festivals important to religious communities?          | Why is the Bible important for Christians today?                        | How do family life and festivals show what matters to Jewish people?        |
| PSHE | <b>Being me in my world</b><br>Recognising what they are good at<br>Describing feelings; conflicting feelings and | <b>Celebrating Difference</b><br>Recognising differences between families                             | <b>Dreams and Goals</b><br>Identifying dreams and goals<br>Identifying ways to overcome challenges | <b>Healthy Me</b><br>Understanding what it means to be healthy | <b>Relationships</b><br>Online safety<br>Understanding rights and needs | <b>Changing Me</b><br>Understand the changes that happen between            |



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|                  | how to manage feelings                                                                  | Recognising and responding to other's feelings                                                                                                             |                                                                                                                                                            | Identifying things and places to keep safe from<br>Understanding safety                                                                                                                          | Identify how children's lives may be different                                                                          | birth and growing up<br>Identifying how our bodies change during the growing up process |
| <b>Music</b>     | Shinning performance<br>Read and play G, A and B (doh, re, me) on a musical instrument. | Sing and move1. Sing songs with attention to expression and dynamics, following the conductor's cues.<br><br>Perform actions with accuracy and confidence. | Music and video<br>Use storyboards to sequence and structure a music video.<br><br>Explore self-representation through portraits and personalised avatars. | Percussion power<br>Compose song accompaniments on untuned percussion using known rhythms and note values.<br><br>Introduce and understand the differences between crotchets and paired quavers. | Music and sound<br><br>Add an accompaniment to a song/piece of music.<br><br>Compose in response to a musical stimulus. | Sound exploration                                                                       |
| <b>Computing</b> | Computing systems and networks-<br>Connecting computers                                 | Creating media-<br>Stop-frame animation                                                                                                                    | Programming A-<br>Sequencing sounds                                                                                                                        | Data and information-<br>Branching databases                                                                                                                                                     | Creating media-<br>Desktop publishing                                                                                   | Programming B-<br>Events and actions in programs                                        |

# Lunsford Primary School

## Year 3 Long Term Curriculum Map 2025-2026



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|----------------------------------|---------------------------------|------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------|
| PE                               | PE with Mr Dickison<br>Swimming | PE with Mr<br>Dickison<br>Swimming       | PE with Mr Dickison<br>Swimming       | PE with Mr<br>Dickison<br>Swimming                                                      | PE with Mr Dickison<br>Swimming                 | PE with Mr<br>Dickison<br>Swimming                                                  |
| MFL                              | I'm Learning French             |                                          | Fruit                                 |                                                                                         | I Can                                           |                                                                                     |
| Forest<br>School                 | Forest School skills            | Forest School<br>skills                  | Forest School skills                  | Forest School<br>skills                                                                 | Forest School<br>skills                         | Forest School<br>skills                                                             |
| Other<br>Eg. Trips /<br>visitors | Inspiration Day                 | Inspiration Day<br>Anti-Bullying<br>week | Inspiration Day<br>Safer Internet Day | Inspiration Day<br>Mother's Day<br>Rock Day<br>Science Week<br>London Science<br>Museum | Inspiration Day<br>Kent Life- Stone age<br>trip | Inspiration Day<br>Father's Day<br>Horton Kirby-<br>Rivers Day<br>Junior Production |