Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	**Thorndon Park** *Stone Age Day*	**Geography fieldwork** *Site survey, local visit to the park*		**Call of the Wild** *Investigating animals and their habitats* **Geography fieldwork** *Sketch map of the school site*	**Egyptian Workshop**	**Geography fieldwork** *Weather survey on school site*
Productions and Performances	**Harvest Festival**	**Christmas Carol Concert**	**Young Voices at the O2** *KS2 Choir children only*			**Junior Music Festival** *KS2 Choir children only*
Texts studied	**The Boy Who Grew Dragons** *Andy Shepherd*	**Charlie and the Chocolate Factory** *Roald Dahl*	**The Thames and Tide Club: The Secret City** *Katya Balen*	**The Pied Piper of Hamelin** *Michael Morpurgo*	**Rumaysa: A Fairytale** *Radiya Hafiza*	

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types taught in writing and objectives	**The Boy Who Grew Dragons** *Non-chronological report* *Writing to inform* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**Charlie and the Chocolate Factory** *Narrative – stories with a familiar setting* *Writing to describe action* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Use adverbial phrases to identify place, time, manner and frequency* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally (including dialogue)* *In narratives, creating settings, characters and plot* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]*	**The Thames and Tide Club: The Secret City** *Letter of advice* *Writing to encourage* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**The Pied Piper of Hamelin** *Narrative* *Writing to give a message or moral* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–*	**Rumaysa: A Fairytale** *Non-chronological report* *Writing to inform* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Use adverbial phrases to identify place, time, manner and frequency* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Introduction to paragraphs as a way to group related material* *Headings and sub-headings to aid presentation* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**Rumaysa: A Fairytale** *Playscripts into drama* *Writing to entertain* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Discuss and recording ideas* *Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*
	The Boy Who Grew Dragons *Instructions – how to care for a dragon* *Writing to inform* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use adverbial phrases to identify place, time, manner and frequency* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Charlie and the Chocolate Factory** *Persuasive letter – why we should go to the chocolate factory* *Writing to persuade* *Use adverbial phrases to identify place, time, manner and frequency* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**The Thames and Tide Club: The Secret City** *Narrative* *Writing to create an atmosphere.* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*	**The Pied Piper of Hamelin** *Newspaper report* *Writing to inform* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Rumaysa** *Newspaper report* *Writing to inform* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Rumaysa: A Fairytale** *Diary Entry* *Writing to show strength of feeling* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–*
	Poetry *Spine Poem* *Writing to entertain* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*			**The Pied Piper of Hamelin** *Cinquain* *Writing to entertain* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*		

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting skills taught		**Autumn term starting point** *Module 3, part 2, lesson 44*					
Spellings	**Wk 1**	*2 days*	*4 days* **Spelling units** *Why do some words have the spelling 'ey' for the sound /ee/?*	**Assess and review**	**Statutory words** *Clued spelling*	**Homophones** *Spelling in writing package*	**Statutory words** *Clued spelling*
	Wk 2	**Bridge to spelling** *When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?*	**Spelling units** *Why do some words end -le, -al, -il or -el?*	**/ll/ ending** *Spelling tracker rule 12*	**-sion/-tion** *Spelling tracker rule 17*	**Statutory words** *Clued spelling*	**Statutory words** *Clued spelling*
	Wk 3	**Spelling units** *Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?*	**Spelling units** *Why does 'c' make the sound /s/ in s? The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?*	**Suffixes after a 'y'** *Spelling tracker rule 14*	**-sion/-tion** *Spelling tracker rule 17*	**/ʌ/ sound spelt 'ou'** *Links to Clued Spelling*	**Assessment**
	Wk 4	**Spelling units** *Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?*	**Spelling units** *Why does 'c' make the sound /s/ in some words?*	**Suffixes after a 'y'** *Spelling tracker rule 14*	**Prefixes** *Spelling tracker rule 18*	*4 days* **Words with the /k/ sound spelt ch** *Links to Clued Spelling*	**Homophones** *Spelling in writing package*
	Wk 5	**Spelling units** *Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?*	**Spelling units** *How can I spell the sound /zh/?*	**-ly suffix** *Spelling tracker rule 16*	*4 days* **Prefixes** *Spelling tracker rule 18*	**Words with the /k/ sound spelt ch** *Links to Clued Spelling*	**Statutory words** *Clued spelling*
	Wk 6	**Spelling units** *The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?*	**Spelling units** *What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?*	**-ly suffix** *Spelling tracker rule 16*		**Homophones** *Spelling in writing package*	**Editing** *Spelling in writing package*
	Wk 7	**Spelling units** *Why do I swap the 'y' for an 'i' when I add the suffix -es?*	**Spelling units** *How can I show missing letters in a word?*			*3 days*	*3 days*
	Wk 8	**Assess and review**					

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	**Fluency** *Continue to build up their fluency, stamina and confidence in word reading* **Understand** *Check that the text makes sense to them, discuss their understanding and predict the meaning of new words* **Identify and Retrieve** *Identify how language and structure contribute to meaning* *Retrieve and record information from non-fiction* **Inference** *Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Phonics, etymology and morphology** *Apply 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* **Understanding Language** *Discuss words and phrases that capture the reader's interest Use dictionaries to check the meaning of words that they have read* **Prediction** *Predict what might happen from details stated* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Summarising** *Identify main ideas and summarise them* **Reading for pleasure** *Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Structure** *Read books that are structured in different ways* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Explanation** *Explain and discuss their understanding of what they have read through discussion, and written responses* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**	**Themes** *Identify themes and conventions in some books* **Discussion** *Ask questions to improve their understanding of a text* *Participate in discussion about books* **Poetry and Rhymes** *Prepare poems and play scripts to read aloud and to perform, using intonation* *Recognise some different forms of poetry [e.g. free verse]* **The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed**
Oracy skills taught	**Physical** *I can consider my position and posture when addressing an audience* **Linguistic** *I am beginning to use specialist vocabulary* **Cognitive** *I reflect on discussions and identify how I can improve* **Social and Emotional** *I listen actively, questioning and responding to others*		**Physical** *I experiment with adjusting my tone and volume for different audiences* **Linguistic** *I am able to use specialist language to describe my own and others' talk* **Cognitive** *I can reach a shared agreement in discussions* **Social and Emotional** *I can speak with confidence in front of an audience*		**Physical** *I experiment with adjusting tone, volume and pace for different audiences* **Linguistic** *I am beginning to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice')* **Cognitive** *I can offer opinions that aren't my own* *I am able to summarise a discussion* **Social and Emotional** *I can adapt the content of my speech for a specific audience*	
Talk Tactics taught	**Instigate** **Build** **Challenge**		**Clarify**		**Sumamrise**	

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught		Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Length and Perimeter Fractions Mass and Capacity	Fractions Money	Time Shape Statistics
Numbersense Units taught	Wk 1	*2 days* Recap of prior learning	*4 days* 5 times table	Consolidation	4 times table	6 times table	7 times table
	Wk 2	Recap of prior learning	5 times table	3 times table	4 times table	6 times table	7 times table
	Wk 3	Recap of prior learning	5 times table	3 times table	4 times table	6 times table	7 times table
	Wk 4	Recap of prior learning	5 times table	3 times table	4 times table	*4 days* 6 times table	7 times table
	Wk 5	Recap of prior learning	Consolidation	3 times table	*4 days* 4 times table	6 times table	7 times table
	Wk 6	5 times table	Consolidation	3 times table		7 times table	7 times table
	Wk 7	5 times table	Consolidation			*3 days*	*3 days*
	Wk 8	5 times table					

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science units and skills	**Rocks** *I can compare and group together different kinds of rocks based on their appearances and physical properties* *I can describe how fossils are formed in simple terms* *I can explain what soils are made from* *I can use my observations to identify differences and similarities, using a range of equipment* *I can use my observations to make predictions for the next set of results* *I can use my results to draw simple conclusions and report on these using speech and writing*	**Light** *I know that I need light in order to see things and that dark is the absence of light* *I notice that light is reflected from surfaces* *I can explain how light can be dangerous and know how to protect my eyes* *I can explain how shadows are formed* *I can find patterns in the ways that shadows change* *I am beginning to use standard units of measurement when recording data*	**Forces and Magnets** *I notice that some forces need contact between two objects, but magnetic forces can act at a distance* *I can observe how magnets can attract or repel each other, and how they interact with different materials* *I can make predictions if magnets will attract or repel, based on their poles* *With support, and with the equipment provided, I can set up a simple fair test* *I can recognise what a fair test is with support* *I can compare how things move on different surfaces*	**Animals, Including Humans** *I can discover that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food* *I can explain that humans and some other animals have skeletons and muscles for support, protection and movement* *I can use my observations to help identify, classify, find similarities and differences, and identify changes* *I am beginning to use relevant scientific language to discuss my ideas and communicate my findings* *I can use a variety of secondary sources to answer questions* *I can ask questions and use my observations to answer them*	**TAPS Investigation** **How Much Water Do Plants Need?** *With support, and with the equipment provided, I can set up a simple fair test* *I can recognise what a fair test is with support* *I am beginning to use standard units of measurement when recording data* *I can use results to draw simple conclusions and report on these using speech and writing* *I can help make decisions about how to analyse data* *With support, I can improve my own data analysis*	**Plants** *I can identify and describe the functions of different parts of flowering plants, including roots, stems/trunks, leaves and flowers* *I can describe how the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) can vary from plant to plant* *I can investigate the way in which water is transported within plants* *I can explain the role that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal* *I can suggest what observations to make* *I can ask questions and use my observations to answer them*
PE units and skills	**Tennis** *I am learning the rules of the game and I am beginning to use them to play fairly* *I can provide feedback using key words* *I can return a ball to a partner* *I can use basic racquet skills* *I understand the aim of the game* *I understand the benefits of exercise* *I work co-operatively with my group to self-manage games* **Dance** *I am respectful of others when watching them perform* *I can provide feedback using key words* *I can repeat, remember and perform a dance phrase* *I can use counts to keep in time with a partner and group* *I can use dynamic and expressive qualities in relation to an idea* *I can work with a partner and in a small group, sharing ideas* *I create short dance phrases that communicate the idea* **Basketball** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacked and as a defender* *I work co-operatively with my group to self-manage games*		**Gymnastics** *I can adapt sequences to suit different types of apparatus* *I can choose actions that flow well into one another* *I can complete actions with increasing balance and control* *I can provide feedback using key words* *I can use matching and contrasting actions in a partner sequence* *I use a greater number of my own ideas for movements in response to a task* *With help, I can recognise how performances could be improved* **Football** *I am beginning to use simple tactics* *I am learning the rules of the game and I am beginning to use them to play honestly and fairly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games* **Dodgeball** *I am learning the rules of the game and I am beginning to use them to play fairly* *I can provide feedback using key words* *I can throw with some accuracy and I am beginning to catch with some consistency* *I understand the aim of the game* *I work co-operatively with my group to self-manage games*		**Hockey** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can dribble, pass, receive and shoot the ball with some control* *I can find space away from others and near to my goal* *I can provide feedback using key words* *I can track an opponent to slow them down* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games* **Athletics** *I am developing jumping for distance* *I can identify when I was successful* *I can take part in a relay activity, remembering when to run and what to do* *I can throw a variety of objects, changing my action for accuracy and distance* *I can use different take off and landings when jumping* *I can use key points to help me to improve my sprinting technique* *I can work with a partner and in a small group, sharing ideas* *I show determination to achieve my personal best* **Yoga** *I can copy and link yoga poses together to create a short flow* *I can describe how yoga makes me feel* *I can move from one pose to another in time with my breath* *I can provide feedback using key words* *I can work with others to create a flow including a number of poses* *I show some stability when holding my yoga poses* **Netball** *I am beginning to use simple tactics* *I am learning the rules of the game and am beginning to use them honestly* *I can communicate with my team and move into space to support them* *I can defend an opponent and try and win the ball* *I can pass, receive and shoot the ball with some control* *I can provide feedback using key words* *I understand my role as an attacker and as a defender* *I work co-operatively with my group to self-manage games*	

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills	**Stone Age** **How did the lives of Ancient Britons change during the stone age?** *I am starting to realise that there are sometimes different versions of what has happened* *I can explain how the past can be interpreted to inform opinions* *I can share my ideas about historical changes, including causes and effects* *I can explain how life changed throughout the Stone Age* *I can disprove some common misconceptions about the Stone Age* *I can explain how archaeologists have built a picture of the past*		**Bronze Age** **What is the secret of the standing stones?** *I can start to frame questions and answers in historically valid ways* *I can describe connections over time* *I can spot connections across and within periods I am learning about and ones I have learnt about before* *I know why and how and when the Stone Age came to an end in Britain* *I can make links between the behaviour of ancient peoples and modern society* *I can suggest reasons why Bronze Age Britons built monuments*		**Ancient Egypt (inc. an overview of when and where the first civilisations appeared)** **Why did the Egyptians build pyramids?** *I can explain the difference between primary and secondary sources* *I can choose the sources I need to answer my questions* *I can start to identify themes within topics* *I can describe some key features of Ancient Egyptian society* *I can explain how and why the Ancient Egyptians built pyramids and other monuments* *I know when and where the key ancient civilisations were*	
Geography units, skills and knowledge		**North America** *I can start to measure distance on Digimaps* *I can annotate digital maps with text and labels* *I can use sketch maps, tables, jotted diagrams, lists, etc.* *I can identify countries within North America and states in the USA* *I can describe the physical geography of the Rocky Mountains* *I can say how the physical geography has impacted a local area*		**South America and Rio de Janeiro** *I can create a sketch map* *I can start to ask geographically valid questions* *I can select the information I need according to relevance* *I can locate countries in South America* *I can use photographs and information texts to describe what daily life is like in Rio* *I can explain how my life is linked to Rio and Brazil*		**Climate Zones** *I can use maps, atlases and globes and start to describe the features I can see* *I can locate different climate zones on a world map* *I can say how temperate and tropical climates are different* *I can describe the key features of climate zones* *I identify different lines of latitude* *I can link latitude to climate zones*
Geography fieldwork activities		**Site Survey** *Children will have a sketch map of the school and will have to complete a data table* *They will need to create a jotted diagram of a specific thing, and also list what they see on their journey*		**Creating Sketch Maps** *Children will need to create their own sketch maps of a part of, or the whole, school site*		**Weather Survey** *Children will measure the weather conditions over a period of weeks* *Children will compare their data to somewhere from a different climate zone*
Art and Design units and skills	**Painting** *I can make a plan for how I would like my art to look* *I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)* *I understand, and can explain how, paint acts differently on different surfaces (for example different types and colours of paper, wood, plastic, foil, fabric)* *I can mix colour, shades and tones* *I can use light and dark within painting and begin to explore using complementary colours* *I can start to make links between my own art work and the work of other artists*		**Drawing** *I can start using shading, line direction, mixing and patterns to change the value, intensity and texture* *I can develop intricate patterns with a variety of media* *My drawings start to show scale and perspective* *I can practice observational drawing* *I can show a willingness to edit and rework my art after feedback* *I can describe artwork using artistic language*		**Sculpture** *I can use a variety of materials to make my work and use the appropriate tools and techniques to create my artwork* *I can join materials together* *I can generate more than one idea and then choose one to make* *I can make a 3-dimensional object from my 2-dimensional design* *I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)* *I can verbalise what I enjoyed and what I have found difficult, what works well and how my work can be improved*	
Artists studied	**Herve Tullet** **Marc Chagall**		**Paul Klee**		**Otobong Nkanga** **Andy Goldsworthy**	

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology units and skills		**Food: Eating Seasonally** *I can convert between units* *I can make choices about following advice* *I can use a serrated knife with 'bridge' hold to cut onion (supervised)* *I can cut with precision (e.g., peppers with even size)* *I can cook food in an electric stockpot / slow cooker (with supervision)* *I can use a grater (e.g., cheese, carrots)*	**Structures: Constructing a Castle** *I can refer to my research when talking about my project* *I can draw sketches at different points of the design process* *I can politely discuss my peer's work* *I can measure to the nearest mm, nearest 10ml, and 45° for angles* *I know that a 'free-standing' structure is one which can stand on its own* *To understand the importance of strength and stiffness in structures*		**Textiles: Making Cushions** *I can show a willingness to change and/or restart my designs* *I can link my own and others' designs and products to their functions and purpose* *I can make and discuss annotated sketches and diagrams* *To know that when two pieces of fabric are joined together, it is called a seam* *To understand that some products are turned inside out after sewing so the stitching is hidden* *To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces*	
Computing units taught	**Computing Systems and Networks** *I recognise that a network is two or more devices connected and its purpose and identify key components that make up the school's network* *I can explain the difference between wired and wireless connections* *I understand the role of the server in a network when requesting a website and recognise that files are saved on a server* *I can identify parts of a website's journey to reach my computer* *I recognise that routers connect to send information* *I understand that data is broken into packets*	**Computing Systems and Networks** *I can log in and out of email* *I can edit and send a simple email with a subject plus 'To' and 'From' in the body of the text* *I can type in the email address correctly and send the email* *I can add an attachment to an email* *I can write an email using positive language, with an awareness of how it will make the recipient feel* *I recognise when an email may be fake and explain how I know*	**Online Safety** *I can differentiate between fact, opinion and belief online* *I can explain how to deal with upsetting online content* *I know how to support others who may have encountered upsetting content* *I can recognise that digital devices communicate with each other to share personal information* *I can explain what social media platforms are used for* *I recognise why social media platforms are age-restricted*	**Creating Media** *I can describe the purpose of a trailer* *I can create a storyboard for a book trailer* *I consider camera angles when taking photos or videos* *I can import videos and photos into film editing software* *I can incorporate transitions between images including adding text to a video* *I can evaluate my own and others' trailers*	**Computing Systems and Networks** *I recognise inputs and outputs and that the computer sends and receives information* *I can explain that the parts of a laptop work together* *I can explain the purpose of each part of a computer* *I can explain what an algorithm is* *I can make suggestions as to what the memory inside a computer is for* *I can make comparisons between different types of computer*	**Programming** *I can explain what some of the blocks do in Scratch* *I can explain what a loop is and include one in my program* *I can suggest possible additions to an existing program by remixing code* *I recognise where something on screen is controlled by code* *I can use a systematic approach to find bugs* *I understand the definitions of decomposition and algorithm and how they are used to create accurate code*
RE units and skills	**Hinduism** **Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?** *I can explain why Hindus celebrate Divali* *I can recount the key parts of the story of Rama and Sita* *I can describe some of the ways Hindus may celebrate Divali* *I can compare Divali celebrations in the UK and India* *I can say how celebrating Divali is similar and different to other religious festivals I have learnt about* *I can think of other stories where good has triumphed over evil, and compare these to the Divali story*	**Islam** **How special is Allah to Muslims?** *I can say how Muslims show respect to Allah* *I can say why the 99 names of Allah are important to Muslims* *I can say why some Muslims use calligraphy and calligrams in their art* *I can say if I think it is important to show respect to different religions and why* *I can describe how I can show respect to other people* *I can describe how I would feel if someone disrespected me or something important to me*	**Christianity** **Could Jesus heal people?** **Were these miracles or is there some other explanation?** *I can recount the key details of some key stories about Jesus' miracles* *I can explain what Christians can learn from the stories of Jesus' miracles* *I can explain the difference between believing something and knowing something* *I can explain why different people may interpret the same events in different ways* *I can think about if events can have more than one explanation and give reasons why* *I can decide if I think a religious source is reliable or not and give reasons for my answer*	**Christianity** **What is good about Good Friday?** *I can name the four Christian gospels and describe what they tell us about* *I can say what happens in the communion ceremony* *I can say what Christians are remembering during the communion ceremony* *I can say what Christians believe happened on the key days of Holy Week* *I can describe some key beliefs about the communion ceremony and how these can be different for different Christians* *I can explain why Good Friday is called 'good'*	**Hinduism** **Would visiting the River Ganges feel special to a non-Hindu?** *I can describe why the River Ganges is important to Hindus* *I can describe some of the ceremonies that take place at or near the river* *I can describe the similarities and differences between pilgrimages from other religions* *I can explain how Hindus who are not in India may celebrate the Ganges* *I can explain why the River Ganges is the way it is* *I can describe how I think the Ganges should be and explain why I think this*	**Sikhism** **Do Sikhs think it is important to share?** *I can describe the ways that Sikhs show their faith* *I can describe the lessons learnt from key Sikh stories* *I can say if Sikh teachings and beliefs are similar to other religions I have learnt about* *I can decide if sharing makes the world a better place or not* *I can talk about different ways people can help the less fortunate* *I can decide if being part of a religion can influence someone's actions*
Music units and skills	**Creative Tools Rhythm Grids** *I can clap a rhythm I have made up by myself* *I can recognise some notes on a stave* *I can understand that composition is when a composer writes down and records musical ideas* *I can sing songs in unison with multiple parts with increasing confidence* *I can demonstrate and maintain good singing posture when rehearsing and performing* *I can find the pulse of songs and music with confidence*		**Recorder** *I understand that rhythm and pitch can be represented by musical symbols written on a stave* *I can perform my own composition using notes that I have chosen* *I know my composition has a beginning middle and an end* *I can practise, rehearse and perform to an audience with confidence* *I can communicate to others my thoughts and feelings about music* *I can express an opinion as to why I like or don't like a piece of music*		**More Musical Styles** *I can identify the position of notes on a stave* *I can use some specialist vocabulary in musical discussions* *I can create simple rhythm patterns using notes and rests* *I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense* *I can sing a solo when required I can confidently follow the leader or conductor* *I can talk about the musical features relating to a genre of music*	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foreign Language (Spanish) units and skills	**Spanish Greetings** *I can form short phrases to say hello and introduce myself* *I can follow a sequence of phonemes and begin to notice key phonemes in Spanish words* *I can recognise and respond to different greetings* *I can use actions to show my understanding of different feelings phrases* *I can join in with and perform a finger rhyme* *I am beginning to relate written captions to the words that I hear*	**Spanish Numbers and Ages** *I can count to 12 in Spanish, focussing on good pronunciation* *I can recognise and sound out phonemes for letters 'u' and 'z', 'ñ'* *I can identify the structure for saying how old I are, and modify the sentence using different number words* *I am beginning to recognise the verb have in first person present (Tengo)* *I can explain what a cognate is and suggest examples* *I can apply and describe different detective skills: using logic, context and knowledge of language*	**Shapes and Colours** *I can point to a colour that matches a spoken word* *I can say the names of some colours in Spanish* *I can read and recognise descriptive phrases and match them to an image* *I can identify shapes with my name and colour in Spanish, placing the colour adjective after the noun* *I can write or copy shape and colour names with accuracy* *I can recall and produce some key vocabulary from memory*	**Classroom Objects** *I can match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action* *I can name the seven classroom items in Spanish, usually remembering which article, un or una, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun* *I can speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun* *I can answer a question in Spanish using the negative, No tengo… – I do not have…, followed by a classroom item* *I can read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success*	**Where do you live in Spain?** *I can attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v* *I can recognise different questions and select an appropriate phrase to answer them* *I can use a bilingual dictionary resource to research nouns* *I can listen and identify key information from a short text* *I can locate and read information within a known phrase structure* *I can create a short written paragraph using phrases adapted from a model*	**Journey around Latin America** *I can locate and name the Spanish-speaking countries of Latin America on my maps; identifying the regions of Mexico, Central America and South America* *I can ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short sentences with reasonable accuracy to describe where I or a partner are going* *I can ask the question ¿Cómo vas? – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel* *I can repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week* *I can write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week* *I can use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart*

Whitmore Primary School Long Term Planning 2026/27 Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE units and skills	**First Aid** *I understand that it is important to ensure the safety of myself and others in the event of an emergency* *I can assist in an emergency by correctly calling for help* *I can explain the information I need to give to emergency services if they are called to an incident* *I can identify a major and minor head injury (recap from year 2)* *I know to get help for a casualty who has a head injury (recap from year 2)* *I know how to give first aid to a casualty who has a head injury* **Rail Safety** *I can explain rail safety rules and how to behave as I become more independent and responsible* *I can demonstrate that I understand rail safety signs and explain why they are there* *I can describe the warning signs at a level crossing and what to do if they appear* *I can describe other rail warning signs and reasons for these in different places* Note: Switched on for every journey lessons 1 and 2 **My Healthy Self** **How can I take care of my mind and body?** *To describe how emotions can affect our bodies.* *To recognise how others might be feeling using clues.* *To understand that our minds and bodies are connected.* *To understand why sleep is important and how we can sleep well.* *To identify strategies that may be helpful when experiencing strong emotions.* *To understand how to support ourselves and get help with our feelings.* **Connecting With Others** **What helps us feel safe and included?** *To recognise what self-respect is and why it is important.* *To identify my personal boundaries.* *To identify how families can spend time together and support each other.* *To describe what makes a good friend.* *To explore fair ways to respond after a falling-out with a friend.* *To identify what bullying is and how it might make someone feel.*		**The Online World** **How should we communicate online?** *To identify ways people communicate online and in person.* *To describe respectful ways to communicate online.* *To explain how online communication can be misunderstood.* *To understand how to respond safely to online bullying.* *To explain why we must be careful when communicating online.* *To explain and practise ways to stay safe online and seek help.* **Citizenship** **What rights and responsibilities do we have?** *To recognise that everyone has rights and responsibilities.* *To recognise that children have rights and why they matter.* *To understand how reducing what we use helps protect the environment.* *To understand how reusing items helps protect the environment.* *To recognise our responsibility to recycle at home, school and in the local area.* *To recognise how local councils look after local communities*		**Health Protection** **How can we precent illness and injury and respond if they happen?** *To understand how hygiene can help stop the spread of germs and prevent illness.* *To know how sun safety helps protect our health now and in the future.* *To understand how vaccination helps the immune system respond to some diseases.* *To identify when I can manage a health concern myself and when to ask for help.* *To recognise basic first aid responses for common injuries.* *To know how to get help in a medical emergency.* **Citizenship** **What careers do people choose and why?** *(Being published alongside new National curriculum in 2027)*	