



The Leys Primary and Nursery School

Long term Plan 2025-2026

Year: 3

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences.	EYFS Communicate in a two way conversation.	EYFS Understand my feelings and respond to the feelings of others.	EYFS Solve problems independently with resilience.	EYFS Care for myself, others and the world around me.	
	KS1 Explore new experiences with confidence.	KS1 Communicate my thoughts and feelings in a calm, verbal way	KS1 Understand how my actions impact others.	KS1 Solve problems independently with resilience in friendships and academics.	KS1 Care for myself, others and the wider environment.	
	LKS2 Explore the world around me, increasing my knowledge and understanding.	LKS2 Communicate verbally, confidently and in writing with increased clarity.	LKS2 Understand how my actions affect myself and others around me.	LKS2 Solve problems regarding school life independently with resilience and seek support openly	LKS2 Care for myself, others and the wider world.	
	UKS2 Explore and challenge my learning in order to promote independence and resilience.	UKS2 Communicate clearly and confidently both verbally and in writing.	UKS2 Understand my strengths and areas for development within our school community.	UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team.	UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.	

Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 				

	AUTUMN 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
School Events <ul style="list-style-type: none"> • Theme days • Community events 	PSHE Personal Development/British Values/RE Focus: 4/9-5/9 Behaviour Curriculum focus: 4-26/9 Class Author Week: 8/9-12/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 2/10 Global Friday: 10/10	Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11 STEAM week: Maths Focus 17-21/11 (How many Jellybeans?) Enterprise Day: 28/11 Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher Global Friday: 12/12 Christmas Jumper and dinner Day 17/12	Peter Pan performance 7th January. National Handwriting day: 23/1 Global Friday: 30/1 Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2 Internet Safety Week: 9-13/2	Mock SATs Y6: 23-26/3 Mother Language Day: 27/2 World Book Day: 5/3 STEAM week: Science Focus 9/3-13/3 Easter Poetry - 19/3 (world poetry day- 21/3) Global Friday: 20/3 Church visit KS2 Easter: 26/3	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 11-14/5 Global Friday: 15/5 Walk to School and Healthy living week: 18-14/5 Sports day - 21 or 22/5	Careers Month: June STEAM week:1-5/6 link to careers? King's birthday 12/6/26 Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon Global Friday: 3/7 World Cup - 10/7 Book Swap day: 15/7
Charity Events	Harvest - Assembly 7/10	Poppy Appeal: 3-11/11 Children in Need: 21/11				National Give Something Away day: 15/7
FOL Events	Disco 17/10 Non uniform day 23/10	KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) Junior Performances-15/12		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6
Pupil	Session 1 26/9 Wellbeing 11am		Session 2 6/2 11am		Session 3 5/6 11am	

Parliament						
Pupil Cabinet	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor		Egypt Day			Celtic Harmony	
TOPIC	Ancient Egypt		Stones and Bones		Extraordinary Earth	Twisted Tales
Big Question	Why were children so important in Ancient Egypt? What can we learn from the pyramids?		What changes occurred between the Stone Age and Iron Age?		How do we live with natural disasters?	Is there more than one side to every story?
Global Goals	3, 10, 15	3, 10, 15	3,10, 15	3	3, 5, 10, 16	3, 5, 10, 16
British Values						
Diversity Awareness	History- Modern Egypt English- absence of colour poems French- Introduction to French language RE- Diwali	Anti Bullying week Children in Need Scientist- Roger Arliner Young. RE- Sikhism- Amrit ceremony.	English and Geography Disaster Relief around the world- Learning about charities that support them. Migration due to disasters.		Scientist: Agnes Arber/George Washington Carver English- Secret of Black Rock- effects of Climate change/	Scientist: Mary Anning Geog and RE- Diversity in the Uk
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> Staying safe Leaning out of windows Summative assessment 	Relationships <ul style="list-style-type: none"> Touch Summative assessment Fire safety <ul style="list-style-type: none"> Enya and Deedee visit the fire 	Computer safety <ul style="list-style-type: none"> Making friends online Summative assessment 	Our world <ul style="list-style-type: none"> Looking after our world Summative assessment 	Keeping/staying healthy <ul style="list-style-type: none"> Medicine Summative assessment 	Feelings and emotions <ul style="list-style-type: none"> Grief Summative assessment Being responsible <ul style="list-style-type: none"> Stealing Summative

		station • Summative assessment				assessment
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Week 1- Author Biography</p> <p><u>Text: Star in the Jar</u> <u>Narrative:</u> Key Skills: Noun prefixes (anti-, super-, auto-)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Introduction to inverted commas</p> <p>Week 2-4 - <u>Sentence Stacking Lessons</u> To write a story about Tom finding a fallen star relating to acts of kindness.</p> <p>Week 5-6 -</p>	<p><u>Text: The true story of the three little pigs</u> <u>Persuasion:</u> Key Skills: Word families based on common words, showing how words are related in form and meaning</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u> To tell an alternative version of a fairytale</p> <p>Week 4-5 - <u>Persuasive letter:</u> <u>Independent writing</u> Think of a different traditional tale and write a persuasive letter to explain why the 'villain' is innocent</p> <p>Week 6-7: <u>Take One Book from- The Christmasaurus</u> (Picture book) by Tom</p>	<p><u>Text: Earthquakes</u> <u>Non-fiction:</u> <u>Non-Chronological Report</u> Key Skills: Adverbs</p> <p>Introduction paragraphs</p> <p>Headings and subheadings</p> <p>Week 1-3 - <u>Sentence Stacking Lessons</u> Writing a non-chronological report about an Earthquake</p> <p>Week 4-5 - <u>Independent writing</u> Pupils write their own non-chronological report about another meteorological disaster</p> <p>Week 6- <u>Recap of Key Skills</u></p>	<p><u>Text: Stone age boy</u> <u>Narrative</u> Key Skills: Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Using inverted commas to punctuate direct speech</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u></p> <p>Week 4-5 - <u>Independent writing</u> Write a new story of a stone age boy/girl who finds themselves in the Neolithic period. (use visit to Celtic harmony as inspiration)</p>	<p><u>Text: I asked the Little Boy who Cannot See</u> <u>Poetry</u> Word families based on common words, showing how words are related in form and meaning</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Week 6- <u>Recap of Key Skills</u></p>	<p><u>Horror story writing:</u> Key Skills: Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Using inverted commas to punctuate direct speech Word families based on common words, showing how words are related in form and meaning</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Week 1 - Character descriptions and story settings</p> <p>Week 2 - Storyboard and key vocabulary gathering</p> <p>Week 3-4 - Independent write,</p>

	<u>Independent writing</u> Pupils write a continuation of the plot where Tom is lost outside at night and his star friend helps him get home. <u>Week 6- Recap of Key Skills taught.</u>	Fletcher		<u>Speech focus</u> Key Skills: Punctuation Using inverted commas to punctuate direct speech		edit and publish <u>Week 5 - Take one book</u> The Journey Home by Frann Preston-Gannon
MATHEMATICS	Place value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
SCIENCE	<u>Light</u> <u>Scientist: Thomas Edison</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	<u>Animals, including humans</u> <u>Scientist: Roger Arliner Young</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>Forces and magnets</u> <u>Scientist: Sir Isaac Newton</u> -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or 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 -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Plants</u> <u>Scientist: Agnes Arber/George Washington Carve</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	<u>Rocks</u> <u>Scientist: Mary Anning</u> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock	

	blocked by a solid object -find patterns in the way that the size of shadows change.				-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.	
COMPUTING	Email	Spreadsheets	Presentations	Route planning	Coding	Micro:Bit

	AUTUMN	SPRING	SUMMER
HISTORY	<p>Egyptians</p> <p>1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's</p> <p>4. Pyramids</p> <p>5. Mummification</p> <p>7. How Egyptians lived (comparison to Egypt now)</p> <p>8. Artefacts</p> <p>11. Tutankhamun</p>	<p>Stone Age to Iron Age</p> <p>-Understand the changes that Britain went through from the Stone Age to the Iron Age.</p> <p>-Develop knowledge of local History linked to the area of study above.</p> <p>-To develop an understanding of chronology</p> <p>-To make connections between a historical period and present day.</p>	<p>Local History- Life in Stevenage</p> <p>-Develop knowledge of local history.</p> <p>-Use various sources of evidence to answer questions based on local history.</p> <p>-Research a specific event from the past linked to local history then write about it.</p>
GEOGRAPHY	<p>The UK</p> <p>use the 8 compass directions to find a</p>	<p>Extreme Earth</p> <p>-Describe and understand the key aspects</p>	<p>Land Use</p> <p>Draw simple sketch maps using major</p>

	<p>location on a map; name the seas that some rivers flow into; find the names of rivers on a map; name counties local to their area; use a legend to find areas of higher ground on a map; explain why London has changed since AD 43; identify the location of the Prime Meridian; explain some reasons a place may change.</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 over time</p> <p>Locate mountains in the UK - features, compare with mountains in other countries.</p>	<p>of Earthquakes</p> <p>Describe and understand key aspects of Volcanoes</p> <p>describe the properties of the Earth's layers; explain how a volcano is formed; describe what happens when a volcano erupts; describe some risks and benefits of living near a volcano; explain why earthquakes occur; explain how tsunamis occur; explain how to keep safe in a tsunami; explain where tornadoes happen.</p> <p>Rainforests</p> <p>name some countries where rainforests are found. label a map to show countries where rainforests are found. find the Equator on a map. know that rainforests are found near the Equator. describe what the weather is usually like in a tropical climate. name the four layers of a rainforest. to know about the climate in each layer. know which animals live in a rainforest. know some similarities between the Amazon rainforest and Sherwood Forest. recognise some differences between the Amazon rainforest and Sherwood Forest. know what deforestation means, can find the tropics of Cancer and Capricorn on a map. know that rainforests are found between the tropics of Cancer and Capricorn.</p>	<p>landmarks. Identify landmarks using a key. Draw a simple sketch map to show buildings in an area. Annotate a map to show major landmarks. List land uses in urban and rural areas. Identify rural and urban areas in the UK. Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming.</p>
ART and DESIGN	<p>Gestural Drawings with Charcoal</p> <p>Focus: Drawing and sketchbooks</p> <p>Knowledge</p>	<p>Making Animated Drawing</p> <p>Focus: Drawing and making</p>	<p>Cloth, Thread, Paint</p> <p>Focus: Colour</p>

	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Skills</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>		<p>Knowledge</p> <p>Understand that animators make drawings that move.</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Understand that articulated drawings can be animated.</p> <p>Skills</p> <p>Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.</p> <p>Develop mark making skills.</p> <p>Brainstorm animation ideas.</p> <p>Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>		<p>Understand the concept of still life and landscape painting.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Skills</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Develop mark making skills.</p> <p>Continue to develop colour mixing skills.</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting & perspective.</p>	
DESIGN and TECHNOLOGY	<u>Food - healthy and varied diet</u> <u>Project- Healthy dip</u>		<u>Mechanisms- levers and linkages</u> <u>Project- moving posters</u>		<u>Textiles - 2D shape to 3D product</u> <u>Project- pillow</u>	
MUSIC	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
RELIGIOUS EDUCATION	Christianity	Christianity	Islam	Judaism	Christianity	Worldviews
FRENCH	J' Apprends Le	Aut 2 & Spring 1		Les Fruits	Les Glaces	

	Français (I'm Learning French)	Les Animaux (Animals)		(fruit)	(ice cream)	
PE	Invasion Game Skills 3 & Hockey	Basketball & Handball	Gymnastics - Linking Movements Together & Health Related Fitness	Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians	Tennis & Athletics	Rounders & Cricket