



The Leys Primary and Nursery School

Long term Plan 2026-2027

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.	

SMSC/British Values	Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. 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. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. British Values Education • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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	AUTUMN 1/9 - 18/12 (15 wks)		SPRING 4/1-25/3 (11 wks)		SUMMER 12/4-16/7 (13 wks)	
School Events • Theme days • Community events	Behaviour/Routines This is me week - owning my journey Focus: 2/9-4/9 Class Author and Personal Development focus: 7-11/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 1/10 Harvest assembly: 5-9/10/26 Global Friday: 9/10	Anti-Bullying Week: 9/11-13/11 including Remembrance: 11/11 Odd Sock day: 12/11 World Kindness day: 13/11 Money week: 2-6/11 Enterprise Day: 27/11 Take One Book from: 30- 11/12 - Global Friday: 11/12 Christmas Jumper and Dinner Day: 16/12 Class Parties: 17/12	Drama day: 4/1 National Handwriting day: 22/1 Global Friday: 29/1 Feel Good Week - This is me: 1-5/2 Internet Safety Week: 8-12/2	Mock SATs Y6: 22-25/2 Mother Language Day: 26/2 World Book Day: 4/3 Global Friday: 5/3 STEAM week: Science focus 8/3-12/3 Church visit KS2 Easter: 18/3 Easter Poetry - 19/3 (world poetry day) Colour fun run 25/3 11.45am-12.30	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 10-13/5 Global Friday: 14/5 STEAM week: Careers focus 17-21/5 Walk to School and Healthy living week: 24-28/5 Sports day - 27 or 28/5	Careers Month: June Global Fri: 11/6 King's birthday: 18/6/26 Take One Book from: 21-25/6 Transition day: 8/7 The Leys has Talent: 9/7
Charity Events	Harvest - Assembly	Poppy Appeal: 2-11/11 Children in Need: 20/11 Reverse Calendar -Food Shed		The Great Athlete		25/6 - Support the Lister Big Build
FOL Events	Disco 16/10 Non uniform day 23/10	KS1/Reception Movie Night- 20/11?? Enterprise Day 28/11 Refreshments at KS1 performances 9/12/26 Y1 -9.30am, Y2 -2pm	Disco 5/2 Non-school Uniform 12/2	Non Uniform Day- 25/3	Non Uniform Day - 28/5 (if not Sports Day)	Summer Disco - 18/6 Non Uniform Day - 16/7

		EYFS 15/12/26 - 9 am, 2 pm				
Pupil Parliament	Session 1 25/9 Wellbeing 11 am		Session 2 15/1 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 18/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor	Celtic Harmony Camp		Egyptian Day			
Oracy Speak like a leader!	Just one Minute- This is me! Week 1/2 Pupil Cabinet Speech- Presenter mode Daily Talk Time in lessons-Explore mode		World Book Day debates- Presenter mode Daily Talk Time in lessons-Explore mode		Public Speaking Task-Presenter mode Daily Talk Time in lessons-Explore mode	
This is me- Owning my journey!	Just one Minute- This is me! Pupil Cabinet Speech Half-termly reviews in Personal Development journals.	STEAM week Focus Half-termly reviews in Personal Development journals.	New Year's reflection Half-termly reviews in Personal Development journals.	STEAM week focus Half-termly reviews in Personal Development journals.	Career Month and my aspirations Half-termly reviews in Personal Development journals.	STEAM week focu Half-termly reviews in Personal Development journals.
British Values	Democracy and The Rule of Law Subjects: PSHE, Citizenship, History, English- - Hold class votes on Y3 Jobs/roles. - Create a class charter and discuss why rules are important. - Discuss how laws have evolved in the UK		Individual Liberty and Respect Subjects: PSHE, RE, Computing, PE- - Discuss rights and responsibilities. - Explore online safety and making responsible choices. - Encourage pupils to set personal learning goals.		Tolerance and Acceptance Subjects: RE, Geography, History, English, Art- - Learn about different religions and worldviews. - Compare cultures around the world. - Read books featuring diverse characters and experiences. - Celebrate different cultural festivals and traditions.	

	compared to Stone Age.		- Promote fair play and respect in PE.			
Diversity Awareness	Scientist: Mary Anning 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.	Mother Language Day: 26/2	Scientist: Agnes Arber/George Washington Carver	Geog and RE- Diversity in the Uk
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe • Staying safe • Leaning out of windows • Summative assessment	Relationships • Touch • Summative assessment	Computer safety • Making friends online • Summative assessment Fire safety • Enya and Deedee visit the fire station • Summative assessment	Our world • Looking after our world • Summative assessment	Keeping/staying healthy • Medicine • Summative assessment	Feelings and emotions • Grief • Summative assessment Being responsible • Stealing • Summative assessment

	AUTUMN		SPRING		SUMMER	
ENGLISH	Week 1- Author Biography Text: <u>Star in the Jar</u> Narrative: Key Skills: Noun prefixes (anti-,	Text: <u>Stone age boy</u> Narrative Key Skills: Expressing time, place and cause using conjunctions	Text: <u>Earthquakes</u> Non-fiction: Non-Chronological Report Key Skills: Adverbs	Text: <u>The true story of the three little pigs</u> Persuasion: Key Skills: Word families based on common	Text: <u>I asked the Little Boy who Cannot See</u> Poetry Word families based on common words, showing how words are related	Horror story writing: Key Skills: Expressing time, place and cause using conjunctions Prepositions

	super-, auto-) Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions Prepositions Introduction to inverted commas Week 2-4 - Sentence Stacking Lessons To write a story about Tom finding a fallen star relating to acts of kindness. Week 5-6 - Independent writing Pupils write a continuation of the plot where Tom is lost outside at night and his star friend helps him get home. Week 6- Recap of Key Skills taught.	Prepositions Using inverted commas to punctuate direct speech Week 1-3- Sentence Stacking Lessons Week 4-5 - Independent writing Write a new story of a stone age boy/girl who finds themselves in the Neolithic period. (use visit to Celtic harmony as inspiration) Speech focus Key Skills: Punctuation Using inverted commas to punctuate direct speech Week 6-7: Take One Book from-	Introduction paragraphs Headings and subheadings Week 1-3 - Sentence Stacking Lessons Writing a non-chronological report about an Earthquake Week 4-5 - Independent writing Pupils write their own non-chronological report about another meteorological disaster Week 6- Recap of Key Skills	words, showing how words are related in form and meaning Perfect form of verbs Adverbs Week 1-3- Sentence Stacking Lessons To tell an alternative version of a fairytale Week 4-5 - Persuasive letter: Independent writing Think of a different traditional tale and write a persuasive letter to explain why the 'villain' is innocent	in form and meaning Perfect form of verbs Adverbs Week 6- Recap of Key Skills	Using inverted commas to punctuate direct speech Word families based on common words, showing how words are related in form and meaning Perfect form of verbs Adverbs Week 1 - Character descriptions and story settings Week 2 - Storyboard and key vocabulary gathering Week 3-4 - Independent write, edit and publish Week 5 - Take one book 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>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	<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 blocked by a solid object -find patterns in the way that the size of shadows change.	<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>Animals, including humans</u> <u>Scientists: Roger Arliner Young/ Wilhelm Rontgen</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>Plants</u> <u>Scientists: Agnes Arber/George Washington Carver</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.
COMPUTING	Email	Spreadsheets	Presentations	Route planning	Coding	Micro:Bit

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

		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.	
ART and DESIGN	Gestural Drawings with Charcoal Focus: Drawing and sketchbooks Knowledge Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Explore the qualities of charcoal.	Making Animated Drawing Focus: Drawing and making Knowledge Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that articulated drawings can be animated. Skills Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Develop mark making skills. Brainstorm animation ideas. Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to	Cloth, Thread, Paint Focus: Colour Understand the concept of still life and landscape painting. 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. Skills 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. Develop mark making skills. Continue to develop colour mixing skills. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted

	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.		make animations.		fabric. Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting & perspective.	
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 What is it like for someone to follow God? The Old Testament The story of Noah The story of Abraham	Christianity What is the trinity and why is this important to Christians? What is baptism and why is that important	Islam How do festivals and worship show what's important to a Muslim? Beliefs about God in Islam Pillars of Islam	Judaism How do festivals and family life show what matters to Jewish people? Shabbat and how it is marked by Jews today. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and	Christianity How and why do people try to make the world a better place? What motivates people from different worldviews to care for the world, basing their knowledge on scripture and religious teachings.	Worldviews How and why do people try to make the world a better place. Pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.
FRENCH	J' Apprends Le Français (I'm	Aut 2 & Spring 1 Les Animaux		Les Fruits (fruit)	Les Glaces (ice cream)	

	Learning French)	(Animals)				
PE	Tag Rugby And Hockey	Basketball & Handball	Gymnastics - Linking Movements Together & Health Related Fitness	Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians	Athletics and OAA	Rounders and Cricket