Chantry Primary School Long Term Curriculum Planning

Year 3 2025-2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Trips	Bexhill Museum (Stone Age) Local Area Rock Walk	De La Warr Pavillion (Art)	Hastings Museum (Forces)	Beach Walk (Art)	Hastings Museum (Ancient Egypt)	Forest School in local woods
Topic	The Stone Age	Volcanoes	Ancient Greece	Exploring the Seas	Ancient Egypt	Rainforests
Core English text	Stone Age Boy . Descriptive writing – setting. . Non-fiction – fact file. . Narrative – story board and writing. . Poem.	Escape to Pompeii Descriptive writing. Narrative sequence. Poetry. Argument. Instructions. Non-chronological report.	Oliver and the Seawigs Profiles. Diary entry. Non-fiction – leaflets. Information text – messages. Narrative.	Into the Forest Poetry. Letter/email writing. Narrative – play script. Recount.	The Green Ship Descriptive writing – character, setting. Diary extract. Poetry. Persuasive writing. Narrative.	The Great Kapok Tree Poetry Explanation text Report writing Writing in role Making a visual text Extension of a narrative
Grammar	Ready to write Determiners	Conjunctions Autumn assessments	Adverbs Prepositions	Speech Tenses Spring assessments	Nouns Paragraphs	Word families Prefixes Summer assessments
Spellings	Spelling programme: Revision of Year 2 Suffixes and Prefixes Apostrophes for Contraction Homophones Statutory Spellings Some groups will complete a lower Phonics assessment as needed.	Spelling programme: Revision of Year 2 Suffixes and Prefixes Proofreading Statutory Spellings Some groups will continue through the phonics phases as needed.	Spelling programme: Revision of Year 2 Suffixes and Prefixes Statutory Spellings Some groups continue through phonics phases as needed.	Spelling programme: Prefixes: super-, auto- Homophones Proofreading Statutory Spellings Some groups continue through phonics phases as needed.	Spelling programme: Prefixes, suffixes, Apostrophes for Contraction Rare GPCs Statutory Spellings Some groups continue through phonics phases as needed.	Spelling programme: Sounds spelt 'ou' Homophones Proofreading Statutory Spellings Some groups continue through phonics phases as needed.
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions. Measurement: Money Measurement: Time	Geometry: Shape Statistics Consolidation
Science	Rocks Compare and group together different kinds of rocks on the basis of their appearance and	Light Recognise that they need light in order to see things and that dark is the absence of light	Forces and Magnets Compare how things move on different surfaces	Animals including Humans Identify that animals, including humans, need the right types	Animals including Humans Identify that humans and some animals have skeletons and	Plants Identify and describe the functions of different parts of

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	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.	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 sizes of shadows change.	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.	and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	muscles for support, protection and movement.	plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
History	Stone Age to the Iron Age Could we survive in the Stone Age? Late Neolithic hunter-gatherers & farmers. Skara Brae. Bronze Age religion, technology & travel. Stone Henge. Iron Age hill forts, tribal kingdoms, farming, art and culture.		Ancient Greece What was it like to live in Ancient Greece? A study of Greek life and achievements and their influence on the western world. The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day		Ancient Egypt How do artefacts tell us about Ancient Egypt? . Chronological ordering. Map work looking at Egypt in relation to other countries. The River Nile and its importance. Farming & occupations.	
Geography	Plate Tectonics How volcanos are formed. How plate tectonics work. Layers of the earth. Identify volcanoes across the world.		Home & Away Locate European countries and capital cities. European study. Topographical features / land use. Maps and coordinates Compass work, map skills and symbols.		Rainforests Locate the equator and rainforests on a world map. Learn about the weather, climate and structure/ layers of the rainforest. The lives of tribes in the Amazon (homes, food & daily life). Comparison of Amazon rainforests & UK forest Global warming / deforestation	

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					Local area study, including the impact of our environment on an individual or group and vice versa.	
Art and design Art Process: Investigate, explore, practise, create and evaluate.	Cave paintings Artists: John Piper, Henry Moore, Media: pencil, charcoal, watercolours, ink Skills: drawing, sketching, hatching, cross-hatching, blending, smudging Key activities: •Investigating: Who were the first artists? •Explore primary/secondary colours •Colour washes •Creating own cave paintings 	Natural Sculpture Artists: Michael Grab, Manu Topic, Richard Long Media: sculpture Skills: drawing, stacking, joining, binding Key activities: •Look at the life and work of Michael Grab/Richard Long •Experiment with different matching materials and identify how they could be used •Create own design sketches 	Street Art Artists: Banksy, Richard Long, Frank Bowling Media : stencils, spray paint collage Skills: drawing, collage, colour Key activities: ·Exploring stencil making ·Producing protest art ·Psychogeography – how place informs art ·Experimental mark making Artist in Residence 	Seascapes Artists: Sarah McIntyre, J.M Turner Media: collage, paint, fabric, textiles Skills: drawing, collage, applique Key activities: Look at the seascapes of Turner Sarah MacIntyre Colour mixing Practise applique techniques. Create a textile collage, using colour wash background, fabric pens and applique 	Animal Prints Artists: Henri Matisse, Karen Lederer, Paul Gauguin, Ann Bridges Media: paint Skills: printing Key activities: Exploring printing methods: · block print, monoprint, collagraphs 	Rainforest Artists: Marianne North, Joseph Cornell, Paul Gauguin Media pencil, pastel Skills: drawing, sketching, blending, lines, creating tone Key activities: •Still life - plants •Creating rainforest biomes in a box •Creating Marianne North style picture using pastels 
Design Technology	Free Standing Structures (Recapping and building on skills taught in Key Stage 1) Create a woolly mammoth for a local museum. Stone age clothing and jewellery	Mechanical Systems (levers and linkages) Design, make and evaluate a greetings card with moving parts for family or friends.	Structures (shell structures) Design, make and evaluate packaging for a gift for a family member.	2D shape to 3D product Generate realistic ideas through discussion and design criteria for a functional product. Produce annotated sketches and prototypes.	Food Technology (healthy and varied diet) Design, make and evaluate a bread-based product with a filling for lunch, such as a wrap, sandwich or a toastie.	

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Music	Sing up I've been to Harlem Compose a pentatonic ostinato. Sing a call-and-response song in groups Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. Viola	Sing up Nao chariya de/ Mingulay boat song Sound symmetry Begin to develop an understanding and appreciation of music from different musical traditions. Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry. Christmas songs	Sing up Latin Dance Compose a 4-beat rhythm pattern to play during the instrumental sections. Sing syncopated rhythms and recognise a verse, chorus structure. Play a one note part contributing to chords accompanying the song Listen to a range of Cuban pieces and describe features using music vocabulary. Invent a drone accompaniment for a song. Hasting Music Festival	Sing up 'March' from The nutcracker From a railway carriage Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.	Sing up Just 3 notes Samba with Sérgio Invent simple patterns using rhythms and notes Compose music, Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music.	Sing up Fly with the stars Improvise ('doodle') on-the-spot phrases. Compose rising and falling question-and-answer phrases Sing the syncopated melody confidently and with a sense of style. Listen and copy back stepwise phrases Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.
P.E.	Invasion Games	Dance	Net and Wall Games	Gymnastics	Striking and Fielding	Athletics
Computing	Computing- Email	Route Planners	Branching Databases	Spreadsheets	Coding	Presentations and touch typing.
RE	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of a world did Jesus want?	How and why do people try to make the world a better place?
French	I'm learning French J'Apprends le Francais	Seasons Le Saisons	Musical instruments Les instruments	Fruits Les fruits	Vegetables Les legumes	Ice creams Les glaces

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Discrete PSHE & RSHE	Brain Building and Shaping	Safe in the World	Healthy Body, Healthy Mind. Transition

PSHE Running throughout via Empowerment approach

- **NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity**
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.

HELPING PEOPLE IN A STRESS RESPONSE. For children to know how we can best help people who are experiencing a stress response.