



SINGLEWELL YEAR 3 LONG TERM PLAN

Term 1

	Unit	NC Thread	PD Opportunity
Reading	Text: Tuesday A cloudy Lesson (video) The Enormous Crocodile Genre: Fiction	NC Link: Identifying themes and conventions in a wide range of books. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	PD: Gratitude and appreciation: Appreciating modern comforts (homes, food, safety, technology) Developing gratitude. Reflecting on daily privileges. Teamwork and cooperation: Importance of teamwork, sharing responsibilities, supporting one another.
Writing	Texts: The Enormous Crocodile / Tuesday, (Lit Shed +)	NC: Plan and write narratives with a clear structure. Write in role using first person and past tense. Use descriptive vocabulary and expanded noun phrases. Use conjunctions, adverbs and prepositions to express time, place and cause. Write non-fiction texts using organisational features (headings, subheadings). Use inverted commas to punctuate direct speech. Use paragraphs around a theme. Use correct punctuation including capital letters, full stops, question marks and commas	PD: Respect, Safety & Responsibility: Discuss safe and unsafe behaviours. Write safety advice posters.
Maths	Number	NC: Place Value recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) NC: Addition and Subtraction add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s	PD: Curiosity & Engagement applying place value to solve real-life problems (e.g. money or measurement). PD: Curiosity & Engagement Deciding whether to estimate before calculating to check if an answer is reasonable
Science	Forces and magnets	NC Link: Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Compare how things move on different surfaces Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing 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.	PD: Strengthen curiosity through hands-on exploration of forces. Build perseverance when testing predictions and refining ideas. Develop teamwork during practical investigations. Improve confidence in sharing reasoning behind scientific conclusions.
Computing	Emails	NC Link: Understand computer networks; how they can provide multiple services, such as the world wide web; and the opportunities for communication and collaboration. ~Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	PD: Respect and confidentiality - Email your friend with 3 top tips for email safety. Rule of Law – following e-safety rules.
Geography	The UK and Europe	NC Link: Locational knowledge: compare Kent to the wider world. Use locational terminology: hemisphere/Equator; know the UK has countries and counties. Place Knowledge: know about the geographical similarities and differences by studying land use change over time.	PD: data collection can affect solutions: conduct a traffic/pedestrian survey near school & present findings to school council. Suggest improvements to the local area. Local walk – Compass Orienteering/Facilities in the community.



SINGLEWELL YEAR 3 LONG TERM PLAN

Art	European Artists	NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas. Activities: Michelangelo inspired. Draw, portrait, different tones, paper hat.	PD: Resilience & experimentation: Understanding Tone & Shading - Practise creating a tone ladder (light → dark) using pencil pressure. Explore different shading techniques: hatching, cross-hatching, blending, stippling. Observational Drawing Skills - Observe facial features more closely: how light hits the nose, cheeks and eyes.
PSHE	Relationships	T1 Relationships TEAM NC Link: Develop friendships with empathy and respect. Understand how to recognise and manage conflict. Explore online interactions and behaviour.	PD: Money Sense: difference between need and want/importance of saving
PE	Football	NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork. -to use the inside of the foot to pass; to trap a ball to stop it; to pass accurately; to identify and move into space; to cushion the ball when receiving.	PD: Communication & self reflection -Talk to teammates during play to decide where to pass or move. - Reflect after games: "What did I do well? What can I improve?"
RE	Believing	L2.1 What do different people believe about God? Christianity, Hinduism and Islam Suggested Activity: We can research and discuss beliefs about what people find meaningful (faith, family, nature, creativity). "Web of Beliefs."	PD: Respect for diverse beliefs; developing empathy
Music		NC Link: Sing in tune; play melodies; understand pulse vs rhythm Charanga unit: Let Your Spirit Fly	PD: Encourages cooperation, listening and responsibility
Educational visits/ workshops:			



SINGLEWELL YEAR 3 LONG TERM PLAN

Term 2

	Unit	NC Thread	PD Opportunity
Reading	<u>Text:</u> Stone age boy- F NF texts around the stone age. How to wash a woolly mammoth - F <u>Genre:</u> Fiction NF	<u>NC Link:</u> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	<u>PD: Gratitude and appreciation:</u> Appreciating modern comforts (homes, food, safety, technology) Developing gratitude. Reflecting on daily privileges <u>Teamwork and cooperation:</u> Importance of teamwork, sharing responsibilities, supporting one another.
Writing	<u>Texts:</u> Stone Age Boy / How to wash a Woolly Mammoth	<u>NC:</u> Plan and write structured narratives. Use paragraphs around a theme. Use fronted adverbials with commas. Write informal letters using appropriate format. Use conjunctions, adverbs and prepositions to show time, place and cause. Write instructions using imperative verbs. Write non-chronological reports using organisational devices (headings, subheadings). Use a range of punctuation including commas, apostrophes and question marks.	<u>PD: Respect for History, Curiosity & Resilience:</u> Stone Age Day (outside company).
Maths	<u>Number ~ Addition and Subtraction</u> <u>Multiplication and Division</u>	<u>NC: Addition and Subtraction</u> add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>NC multiplication and division:</u> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	<u>PD: Curiosity & Engagement</u> Deciding whether to estimate before calculating to check if an answer is reasonable
Science	<u>Rocks</u>	<u>NC Link:</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Explore how and why [rocks] might have changed over time (non-statutory) 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	<u>PD: Foster curiosity</u> about the natural world and Earth's history. Develop patience and accuracy when observing and comparing samples. Build resilience through careful investigation and revisiting observations. Strengthen problem-solving skills when classifying materials.
Computing	<u>Route Planners</u>	<u>NC Link:</u> Design, write and debug programs that accomplish specific goals: controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>PD: Problem-solving, logical thinking and building resilience-</u> how do we solve problems? What steps do we need to take?
History	<u>What can artefacts tell us about the Stone Age, Bronze Age and Iron Age?</u>	<u>NC Link:</u> To understand changes in Britain from the Stone Age to the Iron Age. <u>Activities:</u> - Archaeologist for a day. - Make own artwork in relation to the topic. https://www.kentarchaeology.org.uk/magazine/10/01-fifty-years-of-swanscombe-man (use AI to simplify this information)	<u>PD: Curiosity and critical thinking:</u> Investigating how things are found and what they might tell us. <u>Respect and cultural appreciation.</u> People from all cultures can contribute to human progress. <u>Creativity and self-expression:</u> Understanding the value in creative tasks. <u>Local history:</u> Swanscombe Man (remains found in local area of Neanderthal.)



SINGLEWELL YEAR 3 LONG TERM PLAN

Art	Cave paintings	NC Link: knowledge about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas	PD: Resilience & experimentation: Understanding Tone & Shading - Practise creating a tone ladder (light → dark) using pencil pressure. Explore different shading techniques: hatching, cross-hatching, blending, stippling. Observational Drawing Skills - Observe facial features more closely: how light hits the nose, cheeks and eyes.
PSHE	T2 Health and Wellbeing	NC Link: Understand mental health and coping strategies. Increase awareness of physical health and its impact. <i>Think Positive</i>	PD: Self Care: Recognising emotions; how to manage them
PE	Netball	NC Link: <u>Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> -to perform quick, accurate chest passes; to use dodging to get free from our opponent; to catch a netball; to use a bounce pass to feed a goal shooter. To throw for distance using a shoulder pass; to collect a loose ball.	PD: Communication & self reflection Talk to teammates during play to decide where to pass or move. - Reflect after games: "What did I do well? What can I improve?"
RE	Believing	L2.2 Why is the Bible important for Christians today? Christianity Suggested Activity: "Book of Wisdom" We can create a class book of life lessons from stories, parents, or community.	PD: Reflecting on moral values and life guidance.
Music		NC Links: Follow instructions on when and how to play an instrument. Ocarina – to be able to play simple songs with 1, 2 and 3 notes. How to hold the ocarina. Read Ocpicts. Play notes in a row.	PD: Confidence and self-esteem.
Educational visits/ workshops:			



SINGLEWELL YEAR 3 LONG TERM PLAN

Term 3

	Unit	NC Thread	PD Opportunity
Reading	Text: Ice Trap Range of NF texts – All about Wolves/ Incredible vertebrates, penguin newspaper NF texts around Egyptians Vicious Volcanoes - P Genre: Fiction Non-fiction Poetry	NC Link: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (free verse, narrative poetry)	PD: Identity, beliefs and values: Understanding how beliefs shape people's lives, respecting different belief systems. Acceptance, tolerance and cultural awareness: Respecting cultures from the past and present, understanding that societies change over time, appreciating diversity. Rule of law, justice and fairness: understanding why societies need rules, exploring fairness and justice, comparing ancient laws with modern British laws.
Writing	Texts: ICE TRAP! Shackleton's Incredible Expedition Poetry – Antarctic animals (Proud Penguin of the Poles)	NC: Plan and write narratives and diary entries using first person. Use paragraphs around a theme. Use fronted adverbials and conjunctions to show time, place and cause. Write informal letters using appropriate structure and tone. Write non-fiction texts using headings, subheadings and organisational features. Use descriptive vocabulary and expanded noun phrases. Use a range of punctuation accurately including commas and apostrophes	PD: Resilience, Courage & Teamwork: Children become part of a Shackleton-style expedition team. Work in teams to solve survival challenges
Maths	Number ~ Multiplication and Division Measurement: Length and Perimeter	NC: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects NC: measure the perimeter of simple 2-D shapes	PD: Confidence & Independence Spot real-life examples of equal groups (e.g., egg boxes, wheels, hands). PD: Curiosity & Engagement use trundle wheels to predict the perimeter of the gym area.
Science	Animals, including humans	NC Link: 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	PD: Develop self-awareness by discussing healthy food choices and habits. Build responsibility for personal health and physical wellbeing. Strengthen empathy by comparing human and animal needs. Improve communication skills through explaining how the body works.
Computing	Branching databases	NC Link: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	PD: Respecting diversity and differences in the world. – Identifying similarities and differences within different groups.



SINGLEWELL YEAR 3 LONG TERM PLAN

Geography	Antarctica	NC Link: Geographical skills and Fieldwork: to know how to locate and place a 4-figure grid reference. Locate North & South on an OS map Human & Physical Geography: know the geographical similarities and differences comparing UK to Antarctica	PD: how is climate change affecting the wildlife in the Antarctic region?
DT	Antarctica – reusing plastics	NC Link: build structures, exploring how they can be made stronger, stiffer and more stable Activities: DT – Bird Feeders What animals live here? What is an iceberg? What do we know about this continent? Research animals, icebergs. Antarctica pop up sensory scene	PD: Environmental Responsibility & Citizenship - Awareness of sustainability. Sense of responsibility for nature. Creativity & Design Thinking – creative thinking with purpose
PSHE	Living in the Wider World	T3 Living in the Wider World NC Link: Explore belonging to community groups. Understand rights and responsibilities as members of community. Diverse Britain	PD: ROAD SAFETY: following a bus timetable
PE	Gymnastics	NC Link: Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements. -to show full extension in a balance; to move in and out of shapes with fluency; to perform a sequence with different roles; to perform jumps; to create a group performance.	PD: Resilience & self regulation Work in small groups to create simple routines. - Listen to others' ideas and share own ideas. - Experiment with shapes, levels, and directions. - Developing stamina and flexibility
RE	Expressing	L2.4 Why do people pray? Christianity, Hinduism and Islam. Suggested Activity: "Mindful moments" We can engage in silent reflection or journaling on gratitude and hopes.	PD: Emotional regulation and mindfulness.
Music		NC Links: Use and understand a range of high quality music drawn from different traditions. Charanga – Reggae and animals PD: Cultural awareness, empathy and creativity.	

Educational visits/ workshops:



SINGLEWELL YEAR 3 LONG TERM PLAN

Term 4

	Unit	NC Thread	PD Opportunity
Reading	Text: The Worst Witch – F Genre: Fiction Non-fiction	NC Link: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	PD: Resilience and perseverance: Developing a growth mind-set, learning from mistakes, not giving up when things are difficult. Self-belief and confidence: Building self-esteem, recognising personal strengths, understanding that everyone learns differently. Bullying, kindness and respect: Recognising bullying behaviour, understanding the impact of unkind words and actions, standing up for others.
Writing	Texts: The Worst Witch / Taking Flight (Lit Shed Film Study).	NC: Plan, draft and write narratives with clear structure. Write play scripts using correct layout and punctuation. Use paragraphs around a theme. Use fronted adverbials and varied sentence openers. Write instructions using imperative verbs. Write persuasive texts with reasons and supporting detail. Use inverted commas for speech. Write poetry using figurative language. Write biography and autobiography texts.	PD: Self-Belief, Resilience & Growth Mindset: Activity: "My Magical Growth Journal. Children reflect on personal challenges and achievements.
Maths	Fractions Measurement: Mass and Capacity	NC: count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators NC: measure compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	PD: Collaboration and communication Create patterns using fractional parts (e.g., $\frac{1}{2}$ red, $\frac{1}{4}$ blue, $\frac{1}{4}$ yellow). PD: Confidence & Independence using scales estimate and weigh classroom objects
Science	Light	NC Link: Recognise that they need light in order to see things and that dark is the absence of light Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Notice that light is reflected from surfaces Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change	PD: Build awareness of personal safety regarding sunlight and eye protection. Strengthen observational skills when studying light and shadows. Develop problem-solving skills by predicting and investigating shadow changes. Encourage creativity through exploring patterns and effects created by light.
Computing	Presentations – Microsoft, Google and Apple	NC Link: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	PD: Individual Liberty – expressing ideas freely and creatively. Building confidence- sharing ideas to groups of people.



SINGLEWELL YEAR 3 LONG TERM PLAN

History	What made Ancient Egypt one of the world's greatest civilizations?	NC Link: To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Activities: -Write your name using hieroglyphs. -Research inventions eg pyramids, writing, tools, mummification. -Display of different Egyptian gods/goddesses. -Compare Ancient Egyptian and modern writing.	PD: Curiosity: Developing understanding of a different culture. Empathy: People had different beliefs and challenges. Leadership and responsibility: How did leaders make changes? Shared global heritage: Discussions around how we know about Egyptians and how others in the future will know about us.
DT	Ancient Egypt Death Masks	NC Link: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Activities: DT – Egyptian Death Masks Who are Egyptian's? What is a death mask? Why did they have them? Research death masks, plan different designs, create own mask.	PD: Creativity & Imagination – confidence expressing ideas. Cultural Understanding & Respect – respect for history, cultural awareness.
PSHE	Relationships	T4 Relationships NC Link: Develop friendships with empathy and respect. Understand how to recognise and manage conflict. Explore online interactions and behaviour. Be Yourself	PD: Personal hygiene: washing hair/clothes/using deodorant
PE	Racket Skills	NC Link: Use and combine movements; refine control, agility, coordination, technique -to use the ready position; to hit the ball using forehand; to perform an underarm serve; to move towards a ball to return it; to play cooperatively with a partner.	PD: Resilience & self regulation - Demonstrating resilience when losing points or rallies - Making decisions about where to place the ball/shuttle in a game
RE	Expressing	L2.4 Why do people pray? Christianity, Hinduism and Islam. Suggested Activity: "Mindful moments" We can engage in silent reflection or journaling on gratitude and hopes.	PD: Emotional regulation and mindfulness.
Music		NC Link: Use staff notation; compose using pitch & rhythm (Ocarinas) Ocarina – to be able to play tunes with up to 6 notes improving reading, confidence and playing distinctly.	PD: Builds resilience, independence and pride in progress, develop focus

Educational visits/ workshops:



SINGLEWELL YEAR 3 LONG TERM PLAN

Term 5			
	Unit	NC Thread	PD Opportunity
Reading	Text: NF texts around the rainforest. The great Kapok tree- FF A sensory stroll-P Genre: Fiction Non-fiction	NC Link: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (free verse, narrative poetry)	PD: Environmental responsibility & sustainability: Understanding that actions have consequences. Learning to care for the environment. Developing responsibility for the planet. Respect for Nature: Understanding that actions have consequences. Respecting animals and Habitats. Understanding interdependence in nature. Valuing all living things. Listening & Reflection: Importance of listening to others, thinking before acting, reflecting on choices and consequences.
Writing	Texts: Great Kapok Tree / Animal fact books.	NC: Write letters using appropriate structure and tone. Use paragraphs to organise ideas. Use fronted adverbials with commas. Use conjunctions, adverbs and prepositions to extend sentences. Write persuasive texts using reasons and supporting detail. Use modal verbs to show possibility and obligation. Use a range of punctuation accurately.	PD: Environmental Responsibility & Global Citizenship: Children become environmental activists and write persuasive letters to protect the rainforest.
Maths	Fractions: Measurement: Money Measurement: Time	NC: add and subtract fractions with the same denominator within one whole [for example, $[\text{Fraction: } 5/7] + [\text{Fraction: } 1/7] = [\text{Fraction: } 6/7]$] compare and order unit fractions, and fractions with the same denominators. NC: add and subtract amounts of money to give change, using both £ and p in practical contexts NC: tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute, number of days in each month, year and leap year compare durations of events [the time taken by particular events or tasks]	PD: Curiosity & Engagement Use number lines outdoors or with string to place and compare fractions. PD: Confidence & Independence Estimate time or money in practical scenarios e.g. duration of 1 minute PD: Curiosity & Engagement investigate timetables or daily schedules, calculating durations.
Science	Plants	NC Link: 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 Identify and describe the functions of different parts of a flowering 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	PD: Develop responsibility through ongoing plant care. Foster patience when observing long-term plant changes. Strengthen collaboration when growing and investigating plants in groups. Encourage respect for living things and the environment.



SINGLEWELL YEAR 3 LONG TERM PLAN

Computing	Coding	NC Link: Design, write and debug programs that accomplish specific goals: controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	PD: Resilience and a growth mind-set – coding trial and error - Logical reasoning & independence – what steps does your code need?
Geography	Rainforests	NC Link: Place Knowledge: use aerial maps and atlases to study the geography of a region outside of the UK Human & Physical Geography: how have the features and land use changed over time in Rainforests? Know about different climate biomes.	PD: Cultural appreciation – explore art/food/traditions
Art	Rainforests	NC Link: about great artists, architects and designers in history. Activities: What is it like in a rainforest? What animals would we see? What different colours might we see? Research rainforests, Tinting, shading greens, sketching. Sketch, compose and paint in the style of the artist Rousseau.	PD: Confidence & independence: Improving Brush Control & Painting Techniques -Practice smooth brushstrokes for leaves vs. textured strokes for bark. Sketching Jungle Plants & Animals- Practice observational sketches of rainforest leaves, flowers and animals. Break objects into simple shapes for easier drawing.
PSHE	Health and Wellbeing	T5 Health and Wellbeing NC Link: Increase awareness of physical health and its impact. Learn about risks and safety in wider contexts (including digital safety) <u>It's my body</u>	PD: Caring for the local environment
PE	Athletics	NC Link: Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE. - jump and hop in sequence; run at different speeds; to approach and jump hurdles; to throw using the pull-throw technique; to keep score over a range of events.	PD: emotional management & problem solving Compare current performance to previous attempts and notice improvement. - Reflect briefly: "What helped me throw further/run faster?" - Encourage and support others.
RE	Expressing	L2.5 Why are festivals important to religious communities? Multi- Faith (Christianity; Judaism) Suggested Activity: We can research and present how communities celebrate hope, light, or renewal.	PD: Cultural appreciation, inclusion.
Music		NC Links: Listen with attention to detail and recall sounds with increasing aural memory. Charanga – Disco Skills: Improvise and perform in unison.	PD: Teamwork, self-expression and resilience.

Educational visits/ workshops:

Term 6

Unit	NC Thread	PD Opportunity
------	-----------	----------------



SINGLEWELL YEAR 3 LONG TERM PLAN

Reading	Text: How to Train your dragon Genre: Fiction Non-fiction	NC Link: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	PD: Resilience & perseverance: Coping with setbacks and uncertainty, persevering despite hardship. Courage & Risk taking: understanding positive vs dangerous risk-taking. Moral & physical courage, thinking before acting. Safety and problem solving: Importance of preparation, problem-solving under pressure, making safe choices.
Writing	Texts: How to Train Your Dragon	NC: Write narratives with clear structure and paragraphs. Write recounts in first person using time adverbials. Write instructions using imperative verbs. Write non-chronological reports using organisational features. Use expanded noun phrases and descriptive language. Use fronted adverbials with commas. Use conjunctions, adverbs and prepositions to extend sentences. Use inverted commas for speech. Use accurate punctuation and spelling.	PD: Leadership, Respect & Responsibility: Activity: "Dragon Trainer Code." Children design a class code for leadership and care
Maths	Measurement: Shape Statistics	NC: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines NC interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	PD: Curiosity & Engagement Go outside to find right, acute, and obtuse angles in the environment. PD: Collaboration & Communication Work in groups to collect, present, and explain data to the class e.g. most popular lunch selection, preferred playground equipment
Science	Scientific Enquiry	NC Link: Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units & a range of equipment, Record, report & conclude findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Setting up simple practical enquiries, comparative and fair tests. Make predictions & ask questions. Identifying differences, similarities or changes related to simple scientific ideas and processes	PD: Develop resilience by testing ideas and adapting methods when things don't work the first time. Strengthen teamwork through shared investigations and collaborative data collection. Improve critical thinking by evaluating evidence and explaining findings. Build confidence in presenting results to others. Foster curiosity and independence in planning and carrying out investigations.
Computing	Spreadsheets	NC Link: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	PD: Money and financial planning – budgeting in spreadsheets



SINGLEWELL YEAR 3 LONG TERM PLAN

History	What was life like in the Roman Empire?	<i>Local History link – Chantry with Roman remains</i> NC Link: To know about the Roman Empire and its impact on Britain. Activities: -Explore inventions or houses. -Discuss the differences for rich and poor living in that time. - Identify the benefits of evolving to include some Roman inventions and heritage into daily life (e.g. sewage systems).	PD: Curiosity: What was life like? Empathy: Consider fairness and human rights. Respect and cultural appreciation: Discuss how cultures can mix and evolve.
Art/ DT	Mosaics	NC Link: critique, evaluate and test their ideas and products and the work of others select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Activities: Discuss roman mosaics – what is liked/disliked? Plan, create, evaluate.	PD: Fine Motor Skills & Hand-Eye Coordination – precision and control. Creativity & Visual Design Thinking - Creative decision-making. Confidence expressing artistic ideas
PSHE	Living in the Wider World	T6 Living in the Wider World NC Link: Explore belonging to community groups. Understand rights and responsibilities as members of community.	PD: How to take care of the garden
PE	Cricket	NC Link: Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement. - To hit a stationary ball into space using the straight drive; to bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball; to stop a moving ball using the long barrier technique; to throw longer distances overarm; to perform as a wicketkeeper.	PD: strategic thinking Set simple personal goals (“I want to hit further” or “I want to catch more consistently”). Reflect on what helps performance improve and try new techniques.
RE	Living	L2.7 What does it mean to be a Christian in Britain today? Christian Suggested Activity: Invite a local faith community member (or virtual talk) to share experiences of service and faith	PD: Understanding diversity within modern Britain.
Music		NC Links: Perform alone and in an ensemble using tuned instruments with increasing accuracy and control. Ocarina – to be able to practise and perform a wide repertoire using a total of 11 notes. Develop performances, group and harmony playing.	PD: Build resilience and pride in progress made.

Educational visits/ workshops: