

Newburgh Primary school

Year 3 Long term plan 2026-2027



	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6.5 weeks)
Curriculum enrichment			Swimming	Swimming		
Visit/visitor and subject link	One Day Creative Workshop	Christingle performance Whole school panto		Lunt Fort (Romans)	Brandon Marsh	RSC
English-core text	The Comet / The Proudest Blue	The Barnabus Project / Look Up	Three Billy Goats Gruff	Green / Dear Greenpeace	Sulwe / One Plastic Bag	Marcy Riddle Sphinx / Stone Age Boy
Writing Genres	Character descriptions Diary entries Letter writing	Setting descriptions Instructions Persuasive posters Dialogue	Character descriptions Playscripts	Information leaflets Fact files Narratives	Character descriptions Poetry Setting descriptions Persuasive letters	Narratives Character descriptions Non-chronological fact-files
Grammar focus	Expanded noun phrases, conjunctions, similes, fronted adverbials,	Expanded noun phrases, conjunctions, capital letters, exclamation	Inverted commas, expanded noun phrases, imperative verbs, time conjunctions, adverbs	Subordinating conjunctions, labelled diagrams, fronted adverbials,	Simile and metaphor, prepositions, adverbs for time and cause,	Expanded noun phrases, conjunctions, similes, fronted adverbials, subheadings, full stops,

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	subheadings, full stops, capital letters, paragraphs.	marks & question marks, inverted commas, rhetorical questions, synonyms for said, adverbs.		Possessive apostrophes, capital letters for names, expanded noun phrases	subordinating conjunctions.	capital letters, paragraphs, question marks, commas.
Spelling focus	Ou /ow/ sound Ou /u/ sound Y /i/ sound -sure -ture Challenge words	Re- Dis- Mis- -ing, -er, -ed, -en Challenge words	Ai and aigh Ei and eigh Ey /ai/ sound -ly Homophones Challenge words	-al -le -ly to -le words -ly to -ic words -ly exceptions Challenge words	-er Ch /k/ sound -gue and -que Sc / s/ sound Homophones Challenge words	-sion Challenge words Revision words
Reading opportunities	Reading root words, prefixes and suffixes Reading common exception words Using dictionaries to check meanings of words. Identifying themes and conventions. Perform poems and playscripts. Retrieve, infer, summarise and predict.	Reading books structured in different ways. Using dictionaries to check meanings of words. Identifying themes and conventions. Perform poems and playscripts. Retrieve, infer, summarise and predict.	Reading books structured in different ways. Using dictionaries to check meanings of words. Identifying themes and conventions. Perform poems and playscripts. Retrieve, infer, summarise and predict.			

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Maths- Unit	Place value Addition and subtraction	Multiplication and division A Shape	Multiplication and division B Length and perimeter	Fractions A	Mass and capacity Time Statistics	Fractions B Money
Maths fluency	Number bonds to 20	Multiplication and division facts for 10x, 2x, 5x, 3x table	Durations of time	Multiplication and division facts for 4x table	Tell the time to the nearest minute	Multiplication and division facts for 8x table
Science -unit	NC – Forces and magnets	NC – Animals including humans.	NC – Light	NC – Rocks	NC – Plants	Plants continued
Science- Disciplinary and substantive knowledge	Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock	Pupils should be taught to: 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.	

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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,	some other animals have skeletons and muscles for support, protection and movement. make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Do the tallest people jump further?	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. Ask relevant questions and using different types of scientific enquiries to answer them. How do shadows change? (by creating a shadow puppet play.)	Use straight forward scientific evidence to answer questions or support their findings. Which rock is best for building a roof? (permeability)	Ask relevant questions and using different types of scientific enquiries to answer them. Recognise that soils are made from rocks and organic matter. (link to rocks topic) Identify differences, similarities or changes related to simple scientific ideas and processes Does a plant need water to grow?
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	depending on which poles are facing. Are all metals magnetic? How do different surfaces affect the movement of the vehicle?				
Key Vocabulary	Force Push Pull Twist Contact force Magnetic force Button magnet Horseshoe magnet Attract Repel Magnetic material Metal Iron Poles North pole South pole	Nutrition Nutrients Carbohydrates Sugar Protein Vitamins Minerals Fibre Fat Water Skeleton Skull Bones Muscles Support Protect Move Ribs	Light Light source Dark Absence of light Transparent Translucent Opaque Shiny Matt Surface Shadow Reflect Mirror Sunlight Dangerous	Rock Stone Pebble Boulder Grain Crystal Layers Hard Soft Texture Absorb Water Soil Fossil Marble Chalk Granite Sandstone	Photosynthesis Pollen Pollination Seed formation Seed dispersal Wind dispersal Animal dispersal Water dispersal Nutrients Fertiliser Stem Trunk Absorb Reproduce Stamens Style

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		Spine Joints		Slate Soil Peat Sandy Chalky Clay		
Art -Unit	Printing	Abstract Painting	Drawing	Collage	Painting	Mixed Media
Art- Disciplinary and substantive knowledge	Early Man Can they make a printing block? Can they make a 2 colour print?	Volcanoes Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they create an abstract paint collage?	Antarctica Can they use charcoal or graphite pencil/ sticks to produce a final piece of work? (designing, practising) Can they use charcoal or graphite pencil/ sticks to show different tones and texture? Can they show reflections?	Romans Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities?	Local Settlements Can they use a range of brushes to create different effects? Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel?	Egyptians Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they explain why they have chosen specific materials to draw with?

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Key Vocabulary	Foam Pressure Roll Cave painting Animals Weapons People Acrylic paint Primary colours Red, blue and yellow Primary colours Red Blue Yellow Brown Orange rollers Mirror image biros	overlap materials abstract Composition Accurate cutting Abstract paint collage Secondary colours orange, green and purple Acrylic paint Collage	B = Blackness H= Hardness F = Fine point Reflection Charcoal Graphite Sketching pencils Hatching Cross hatching Stippling scumbling Blending	Antonio Gaudi Barcelona mosaic Sculpture Clay Ceramics Romans Hardie Gaudi materials Stone glass Ceramic pieces Tesserae	Deli Street Art Acrylic Paint Primary colours Secondary colours Tint Tone Shade Purpose Message Monochromatic painting Thin line Thick line Effect Brush strokes	tomb Hieroglyphics figures Figures in movement stone Tea-stained paper Brown tones Pastels sketching
Computing unit	Computer Systems and Networks – Connecting computers	Creating media - Animation	Creating media – Desktop publishing	Data and information – Branching databases	Programming A – Sequence in music	Programming B – Events and actions

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Computing Disciplinary and substantive knowledge	During this unit, learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.	Learners will use a range of techniques to create a stop frame animation using tablets.	Learners will become familiar with how to communicate messages.	Learners will develop their understanding of what a branching database is and how to create one.	This unit explores the concept of sequencing in programming through Scratch.	This unit explores the links between events and actions.
	They will compare digital and non-digital devices.	They will apply those skills to create a story-based animation.	They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.	They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions.	Children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.	Learners begin by moving a sprite in four directions (up, down, left, and right).
	They will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.	They will add other types of media to their animation, such as music and text.	Learners will make their own template for a magazine front cover.	Learners will create physical and on-screen branching databases.	Learners will apply stages of program design through this unit.	They will explore movement within the context of a maze, using design to choose an appropriately sized sprite.
			They will start to add text and images to create their own pieces of work using desktop publishing software.	Learners will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.		Children will be introduced to programming extensions, through the use of Pen blocks.
			Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.			Learners will be given the opportunity to draw lines with sprites and change the size and colour of lines.
						They will design and code their own maze-tracing program.

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	They will discover the benefits of connecting devices in a network.					
Key Vocabulary	Digital device Input Output Messages Connections Model Design Network switch Non-digital tool Switch Server Wireless access point	Sequence Flipbook Animation Stop animation Skinning Frames	Text Image Communicate Font style Size Colours Page orientation Place holders Template Content Layout Desktop publishing	Attribute Data Structure Branching database Present Theme Pictogram	Programming environment Scratch Project Sprite Backdrop Attributes Command Blocks On-screen action Design Program Sequence Code Algorithm	Event Action Sprite Key Program Programming extension Design Blocks Sequence of commands Bugs
Design Technology unit	Structures – Shell structures		Food – Healthy and varied diet		Textiles – 2D to 3D product	
Design Technology Disciplinary and	Investigate ways to reinforce structures (e.g. internal supports)		Develop knife skills (confident bridge/claw) Begin cooking using heat (e.g. toasting, grilling)		Design and make a functional textile product (e.g. a pouch or case) Join fabrics neatly using selected stitch	

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substantive knowledge	Evaluate design ideas and adjust when needed Create a reinforced structure (e.g. a frame or shelter) Explain how materials and joining techniques help stability Use scoring, folding, and tabbing to strengthen joins Measure, mark, cut and assemble with improved accuracy		Plan for nutrition Make a healthy meal/snack by combining multiple components Discuss a balanced meal and its nutritional value		Explain decisions based on purpose and user Use pattern templates to cut more accurately Sew with increasing accuracy using running or back stitch Begin to combine textiles (e.g. panels, pockets) Add decorative stitches	
Key Vocabulary	build, join, stack, balance, strong, tall, stable, model, shape, structure, base, wall, roof, strong, stable, test, join, fold, roll, frame, reinforce, stiffen, score, tab, triangle, strength, accuracy, support		fruit, vegetable, taste, smell, cut, mix, healthy, wash, snack, chop, peel, combine, hygiene, clean, food group, healthy, equipment, grater, prepare, recipe, balanced, vitamins, presentation, nutrients, protein, fibre, carbohydrate, energy, diet, chop, grill, plan.		soft, rough, smooth, fabric, glue, stick, cut, thread, weave, fabric, stitch, needle, thread, decorate, join, template, cut, material, pattern, stitch, seam, function, user, accuracy, embellish, backstitch	
Geography unit		Why do people live near volcanos?	Who lives in Antarctica?		Are all settlements the same?	
Disciplinary and substantive knowledge		To know the names of some countries and major cities in	To know where North and South America are on a world map.		To know the names of some of the world's	

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		Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement. To know the negative effects of living near a volcano.	To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of		most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.	
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		To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground.	latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.		To know some types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment.	
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		To know the different types of settlement. To know that a natural resource is something that people can use which comes from the natural environment. To recognise world maps as a flattened globe. To know how to use various simple sampling techniques. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to	To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know that a biome is a region of the globe sharing a similar		To know the UK grows food locally and imports food from other countries. To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and	
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		be completely accurate.	climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know the world's different climate zones. To know water is used by humans in a variety of ways. To know that a natural resource is something that people can use which comes from the natural environment. To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe.		for security purposes. To know that an OS map shows human and physical features as symbols. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know what a bar chart, pictogram and table are and	
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			To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west. To know that an annotated drawing or sketch map is hand-drawn and gives a rough idea of the features of an area without having to be completely accurate.		when to use which one best to represent data.	
Key Vocabulary		active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty		agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial	

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		geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs			metro monument nucleated place of worship recreational land region residential land settlement transportation	
History unit	British History 1 Would you prefer to live in			British History 2 Why did the		What did the ancient Egyptians believe?

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	the Stone Age, Bronze Age or Iron Age?			Romans settle in Britain?		
Disciplinary and substantive knowledge	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date			To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. To know that there were different reasons for invading Britain.		To know that AD means Anno Domini and can be used to show years from the year 1AD. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To understand that there are different beliefs in different cultures, times and groups.

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the years after Jesus was born. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials			To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in		To compare the beliefs in different cultures, times and groups. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
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	that were commonly used to make tools. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. To know that significant archaeological findings are			different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trade develops in		
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those which change how we see the past. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions			different times and ways in different civilisations. To understand that the traders were the rich members of society. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To be able to identify achievements and inventions that still influence our lives today from Roman times.		
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	made by historians can change in the light of new evidence. To understand the development of groups, kingdom and monarchy in Britain. To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population.					
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	To understand the earliest settlements in Britain. To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with					
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	different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in					
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	different times and ways in different civilisations. To understand that the traders were the rich members of society.					
Key Vocabulary	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement trade			archaeology border chronology civilisation conquer emperor empire expand government hygiene impact invasion legacy leisure myth primary source secondary source sequence settlement		achievement afterlife beliefs chronological civilisation continuity creation goods source trade

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MFL	Phonics 1 (X) I Am Learning (E)	Animals (E)	Instruments (E)	I Am Able ... (Fr)	Fruits (E)	Ice creams (E)
Disciplinary and substantive knowledge	Say colours and numbers to 10. Role play on saying how you are and what your name is. Match colours to written form. Match written form of numbers to digits.	Be able to say "I am..." plus an animal in French. Match sound to animal picture / word / phrase. Introduction of gender via the indefinite article and first person singular of the verb 'to be'. Match word to animal picture / word / phrase in English.	Be able to say "I play..." plus an instrument in French. Match sound to instrument sound / picture / word / phrase. Match word to instrument picture / word / phrase in English. Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	Say "I am able to.." / "I can..." plus activity. Match sound to picture / word / phrase. Match key phrase to picture / word / phrase in English. Modal verb followed by infinitive. "I am able to..." / "I can..." plus a range of high frequency infinitive verbs.	Name 10 fruits and say "I like..." and I don't like..." plus a fruit. Match sound to picture / word / phrase. Understand slightly longer / short and simple reading texts. Match key nouns to picture / word / phrase in English. Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I	Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour. Matching sounds to ice-cream flavours in pictures, words and phrases. Extended listening challenge offered with extra vocabulary for cones and pots. Match word to ice-cream flavour picture / word. Extended reading opportunities including cones, pots and number of scoops. Verb structures - first person singular form of the phrase 'I would like...'

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					don't like..." plus the fruit in plural form.	
Key Vocabulary						
PE unit	Unit 1 – Personal Skill – Coordination: Footwork	Unit 2 – Social Skill – Dynamic Balance to Agility: Jumping and Landing	Unit 3 – Cognitive Skill – Dynamic Balance: On a Line	Unit 4 – Creative Skill – Coordination: Sending and Receiving	Unit 5 – Applying Physical Skill – Agility: Reaction/ Response	Unit 6 – Health and Fitness Skill – Agility: Ball Chasing
Disciplinary and substantive knowledge	To move: with balance and control; with fluent, smooth movements; well in both directions/on both sides. Balance: with minimum wobble (control); and move with smooth, controlled movements; with non-	Achieve good take off and height; land with balance and control; land softly and quietly. Balance: with feet and hands off the floor throughout; with minimum wobble; without strain.	Move smoothly and with minimum wobble; stay balanced on the line with head up; move with opposite arm and leg moving forwards. Maintain control of the ball throughout; complete challenges in both directions; move the ball smoothly and fluently.	Send with good accuracy and weight; get in a good position to receive; send and receive with fluency/rhythm throughout. Maintain balance throughout a counterbalance; move smoothly and with control; coordinate movements with a partner.	React and move quickly; catch the ball consistently; slow down with control after catching. Balance: and hold the correct position, for example, back straight; with control when changing balance/position .	Start and stop quickly; arrive in the correct position to collect the ball (timing); collect the ball with balance/control. Balance with both feet facing forwards; stay on the line/low beam throughout; balance with minimum wobble (control).

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	standing foot off the floor.					
Key Vocabulary	succeed, alternating, fluent, focus, point, imagine	patience, support, balls of feet, momentum, minimum, arm's distance	explain, identify, action, hips to lips, identify, avoiding, fingertips, gradually	versions, respond, in line, Rally, soft hands, short base, together	sequences, apply, extend, gradually, mini back support, correct	warm up, cool down, timing, accelerate, raise, balls of feet, weight
PSHE- unit	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Disciplinary and substantive knowledge	Recognise their worth and identify positive things about themselves and their achievements. Set personal goals. Know how to use the Jigsaw Journal. Face new challenges positively, make responsible choices and ask	Understand that everybody's family is different and important to them. Understand that differences and conflicts sometimes happen among family members. Know what it means to be a witness to bullying. Know that witnesses can	Talk about a person who has faced difficult challenges and achieved success. Identify a dream/ambition that is important to them. Learn how to enjoy new learning challenges and work out the best ways for them to achieve them. Show motivation and enthusiasm towards achieving new challenges.	Understand how exercise affects our bodies and know why the heart and lungs are such important organs. Know that the amount of calories, fat and sugar put into the body will affect health. Share knowledge and attitudes towards drugs. Identify things, people and places	Identify the roles and responsibilities of each member of their family and reflect on the expectations for males and females. Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. Know and use some strategies	Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. Understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow. Understand that boys' and girls' bodies need to change so that when they grow up their

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for help when they need it. Understand why rules are needed and how they relate to rights and responsibilities . Understand that actions affect themselves and others and care about other people's feelings. Make responsible choices and take action. Understand that actions affect others and try to see things from their points of view.	make the situation better or worse by what they do. Recognise that some words are used in hurtful ways. Talk about a time when their words affected someone's feelings and what the consequences were.	Recognise obstacles which might hinder achievements and take steps to overcome them. Evaluate own learning processes and identify how it can be better next time.	that they need to keep safe from. Know some strategies for keeping safe, who to go to for help and how to call emergency services. Identify when something feels safe or unsafe. Understand how complex their body is and how important it is to take care of it.	for keeping safe online. Explain how some of the actions and work of people around the world help and influence their life. Understand how my needs and rights are shared by children around the world and can identify how their lives may be different. Know how to express appreciation towards friends and family.	bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Identify how boys' and girls' bodies change on the inside during the growing up process and talk about why these changes are necessary so that their bodies can make babies when they grow up. Start to recognise stereotypical ideas that they might have about parenting and family roles. Identify what they are looking forward to when moving to their next class.
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Vocabulary	Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibilities Nightmare Dream Behaviour Rewards Consequences Actions Feelings Fairness Choices Co-operate Learning Charter Challenge	Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Banter Witness Bystander Bullying Consequences Hurtful Compliment Unique Similarity	Perseverance Challenges Success Obstacles Dreams Goals Dreams Goals Ambitions Future Garden Decoration Teamwork Leader Design Strengths Motivated Enthusiastic Responsible Frustration 'Solve it Together' Technique Solution Review Learning Self-review Celebrate Evaluate	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Labels Sugar Fat Saturated Fat Healthy Drugs Attitude Safe Anxious Scared Strategy Dangerous Emergency Emergency Services Harmful Risk Feelings Complex Appreciate Body Choice	Male Female Sex (male and female) Unisex Role Job Responsibilities Differences Respect Stereotype Careers Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Gaming Global Communication s Transport Interconnected Food journeys Climate Trade	Male Female Changes Birth Animals Babies Mother Growing up Grow Uterus Womb Nutrients Survive Love Affection Care Puberty Control Breasts Testicles Sperm Penis Ovaries Egg Ovum/Ova Vagina Stereotypes Task Roles
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	Group dynamics Team work View point Ideal school Belong				Inequality Needs Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Thank you Appreciation	Challenge Looking forward Worries
RE unit	L2.1 Why are nature and the seasons be important in religion and worldviews?	L2.2 How are religion and worldviews shaped and expressed through art and architecture?	L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?			
Disciplinary and substantive knowledge	Substantive Knowledge Many religions and worldviews celebrate nature as a gift or manifestation of the divine (e.g., harvest festivals, seasonal festivals like Easter, Holi, or Beltane). Specific natural elements (sun, water, trees) are symbolically important in belief systems.	Substantive Knowledge Places of worship (e.g., churches, mosques, gurdwaras, mandirs) reflect religious beliefs in their design and decoration. Religious stories and teachings are often communicated through visual arts (stained glass, icons, murals, sculpture). Sacred symbols (e.g., cross, crescent, om, lotus) have deep meanings within different traditions.	Substantive Knowledge Major religions teach about peace, forgiveness and reconciliation (e.g., Jesus' teachings on forgiveness, the concept of ahimsa in Hinduism, Islamic teachings on peace). Stories from religious texts often explore themes of conflict and resolution (e.g., Joseph and his brothers, Rama and Ravana, Prophet Muhammad's peacemaking).			

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	The rhythms of nature (e.g., seasons, lunar cycles) often influence rituals and festivals. Indigenous and non-religious worldviews (e.g., Humanism, Paganism) also place high value on the natural world and its preservation. Disciplinary Knowledge Children learn how to interpret religious practices and festivals in relation to seasonal or environmental changes. Use of enquiry: Asking how beliefs shape people's attitudes toward the environment. Comparing and contrasting how different traditions respond to nature and the seasons. Developing understanding of symbolism in religious stories or rituals (e.g., light in Diwali, water in baptism).	Music, dance, and calligraphy also serve as religious expression in different cultures. Disciplinary Knowledge Students explore how religious art and architecture convey meaning and reflect values. Enquiry into why certain features (like domes, altars, arches, or mandalas) are used. Encouraging interpretation and reflection: What do these artistic choices say about a religion's view of the divine, community, or sacred space? Comparing how different faiths use similar or different artistic expressions to convey beliefs.	Some festivals and commemorations are based on these themes (e.g., Remembrance, Yom Kippur, Eid ul-Fitr). Non-religious worldviews also promote peace and forgiveness as ethical values. Disciplinary Knowledge Exploring moral and philosophical questions: Why is forgiveness important? Can peace always be achieved? Examining how beliefs influence choices in situations of conflict. Analysing how religious teachings are applied in real-life situations and global issues. Considering personal responses to these concepts and engaging in respectful dialogue.
Key Vocabulary	Nature Seasons	Art Architecture	Conflict Peace

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	Creation Harvest Festival Symbol Cycle Paganism Humanism Environment	Symbolism Sacred Icon Calligraphy Mandala Stained glass Mosque Temple Church Gurdwara Synagogue Expression	Forgiveness Reconciliation Justice Compassion Ahimsa Golden Rule Prophet Sermon on the Mount			
Music unit	Ballads New: Reading rhythms	Creating compositions New: Music technology	Pentatonic melodies (Chinese New Year) New: Reggae rhythms	Developing singing New: Mountain melodies	Jazz New: India	Traditional instruments and improvisation New: Baroque
Disciplinary and substantive knowledge	To know that a ballad tells a story through song. To know that lyrics are the words of a song.	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a	To know that the word ‘crescendo’ means a sound getting gradually louder. To know that some traditional music around the world is based on five notes	To know: The group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad.	To understand that ‘syncopation’ means a rhythm that is played off the natural beat.	To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. To know that a ‘tala’ is a set rhythm that is

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	To know that in a ballad, a 'stanza' is a verse.	group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	Different notes have different durations and crotchets are worth one whole beat. That 'reading' music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for.	To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
Key Vocabulary	ballad chorus compose	atmosphere compose composition	accuracy crescendo control	beat coordination crotchet	call and response improvisation	Bollywood compose drone

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	dynamics emotions ensemble facial expressions features feelings instrumentals lyrics melody nonsense words performance phrases poem pop songs rehearse rhyme solo stanza story mountain summarise tune verse vocabulary volume	dynamics ensemble influence in-time layers letter notation listen timbre melody melodic pattern notation opinion pitch repeated rhythm represent sound effect soundscape story tempo tuned percussion untuned percussion	composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion	discipline duration dynamics improve layer lyrics minim notation notes quaver rehearse rhythm tempo	jazz motif off-beat pitch Ragtime rhythm scat singing straight quaver strung quaver swing music swung rhythm syncopated rhythm syncopation traditional jazz tune	dynamics harmonium improvise Indian flute lyrics melodic line notation opinion pitch rag repeated rhythm rhythm sarangi sitar tabla tala tempo
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