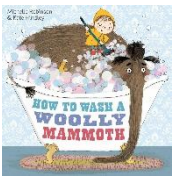
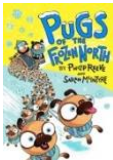
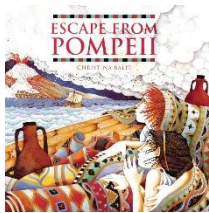
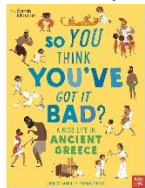
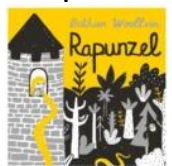
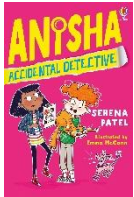


# The Federation of the Church Schools of Freshwater and Yarmouth & Shalfleet



## Long Term Planning Shalfleet and Freshwater & Yarmouth Year 3 2026-2027

|                                                    | <b>AUTUMN:</b>                                                                                                                                                                                                                                     |                                                                                                                                                                               | <b>SPRING:</b>                                                                                                                                        |                                                                                                                                                                                               | <b>SUMMER:</b>                                                                                                                                                                   |                                                                                                                                                                                                         |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title/Duration</b>                              | <b>From Stones to Steel</b>                                                                                                                                                                                                                        |                                                                                                                                                                               | <b>Groovy Greeks</b>                                                                                                                                  |                                                                                                                                                                                               | <b>Awesome Earth</b>                                                                                                                                                             |                                                                                                                                                                                                         |
| <b>Half Term Split</b>                             | <b>Autumn 1</b>                                                                                                                                                                                                                                    | <b>Autumn2</b>                                                                                                                                                                | <b>Spring 1</b>                                                                                                                                       | <b>Spring 2</b>                                                                                                                                                                               | <b>Summer 1</b>                                                                                                                                                                  | <b>Summer 2</b>                                                                                                                                                                                         |
| <b>Focus Curriculum Principle</b>                  | Coherent learning links and pathways<br>Strong working partnerships<br>Valuing all children, learning is accessible to all<br>Opportunities for memorable experiences                                                                              |                                                                                                                                                                               | Strong working partnerships<br>High quality outcomes, deep learning<br>Opportunities for memorable experiences<br>Promotes independence and curiosity |                                                                                                                                                                                               | Challenging, engaging and motivating<br>Opportunities for memorable experiences<br>Promotes independence and curiosity<br>Broad, relevant and balanced - Local, Mainland, Global |                                                                                                                                                                                                         |
| <b>English (Focus Texts/Writing Opportunities)</b> | <b>How to Wash a Woolly Mammoth</b><br><br><b>Form</b><br>Instructions (3 weeks)                                                                                  | <b>Pugs of the Frozen North</b><br><br><b>Form</b><br>Diary Entry (2-3 weeks)                | <b>Escape from Pompeii</b><br><br><b>Form</b><br>Recount/diary      | <b>So, You Think You Got It Bad (Greeks)(non-fiction)</b><br><br><b>Form</b><br>Non-Chron Report (3 weeks) | <b>Neon's Secret Universe</b><br><br><b>Form</b><br>Recount (3 weeks)                         | <b>A Dragons Lament (poem)</b><br><br><b>Form</b><br>Poetry                                                          |
|                                                    | <b>Rapunzel</b><br><br><b>Form</b><br>Narrative- description- character or setting<br>Alternative Traditional tale (3 weeks)<br><br>Recount of Butser Farm trip | <b>Bugs Bugs Bugs</b><br><br><b>Form</b><br>Non-Chron Report (3 weeks)<br>Poetry (2 weeks) | <b>Adverts- Theme Park</b><br>Create their own Ancient Greek theme park<br><b>Form</b><br>Persuasion/Advert                                           | <b>Anisha, Accidental Detective</b><br><br><b>Form</b><br>Narrative (3 weeks)                            | <b>How to Train your Dragon</b><br><br><b>Form</b><br>Instructions                          | <b>Local Issues- The Majestic Plastic Bag (environmental mockumentary)</b><br><br><b>Form</b><br>Persuasion/Letter |

|                  |                                                                                                                                             |                                                                                                                                                       |                                                                                                                                                          |                    |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                        |                                                                                                                                            |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>   | <b>The Iron Man by Ted Hughes</b><br><br><i>Sentence structure, description, similes.</i><br><br><b>Michael Rosen Silly Poems</b><br>Poetry | <b>The Selfish Giant by Oscar Wilde</b><br><br><i>Imagery, language, vocabulary, description.</i>                                                     | <b>Fairy Tales</b><br><br><i>Hansel and Gretel</i><br><i>Jack and the Beanstalk</i><br><i>and others</i>                                                 | <b>Greek Myths</b> | <b>Poetic forms:</b><br><b>cinquains,</b><br><b>rhyming patterns,</b><br><b>limericks,</b><br><b>haikus,</b><br><b>shape</b>                                                                                                | <b>The Pied Piper of Hamelin</b>                                                                                                                                                                                                                                            | <b>Twisters –</b><br><i>DK book</i><br><i>Non-chronological report and tornadoes</i> | <b>Eruption –</b><br><i>DK book</i><br><i>Non-chronological report about volcanoes.</i>                                                                                                                                                                                                                                                                                                                 | <b>Play scripts</b><br><i>(possibly fairy tales – Jack and the Beanstalk, Little red Riding Hood.)</i> | <b>Cloud Tea Monkeys</b> by Mal Peet and Elspeth Graham<br><br><i>Descriptive story writing, setting description, language, vocabulary</i> |
| <b>Maths</b>     | Place Value<br><br>Addition and Subtraction                                                                                                 | Addition and Subtraction<br><br>Statistics                                                                                                            | Multiplication and Division<br><br>Money                                                                                                                 |                    | Mass and Capacity<br><br>Measure                                                                                                                                                                                            | Fractions                                                                                                                                                                                                                                                                   |                                                                                      | Time<br><br>Shape                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |                                                                                                                                            |
| <b>Science</b>   | Skeletons and Movement                                                                                                                      | Nutrition - Rocks                                                                                                                                     | Forces and Magnets                                                                                                                                       |                    | Light                                                                                                                                                                                                                       | Plants                                                                                                                                                                                                                                                                      |                                                                                      | Fossils and Soils                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |                                                                                                                                            |
| <b>History</b>   | <b>Stone Age</b><br><b>Big Question:</b> How has Britain changed from the Stone Age to the Iron Age?                                        |                                                                                                                                                       | <b>Ancient Greece</b><br><b>Big Question:</b> What can ancient Greek artefacts tell us about the daily life, culture, and beliefs of the ancient Greeks? |                    |                                                                                                                                                                                                                             | <b>Overview of ancient civilisations</b><br><b>Big Question:</b> Where and when did the earliest civilisations develop and what did they achieve?<br>Introduction to Ancient Civilizations- Indus Valley<br>Comparison between history already studied and the Indus Valley |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                        |                                                                                                                                            |
| <b>Geography</b> |                                                                                                                                             | <b>Place knowledge</b><br><br><b>Study of Paris</b><br><br><b>Big Question:</b> What's so different about Paris?<br><br>Maps, Compasses and Landmarks |                                                                                                                                                          |                    | <b>Human and physical features</b><br><br><b>Climate zones, biomes and vegetation belts.</b><br><b>Comparison between North and South Poles</b><br><br><b>Big Question:</b> What is life like in the north and south poles? |                                                                                                                                                                                                                                                                             |                                                                                      | <b>Place knowledge</b><br><b>Study of the counties and cities of the UK</b><br>Cities and Counties- Field Work<br><b>Big Question:</b> Why is the UK split into counties?<br>Exploration of the UK and counties and their distribution. Why are some bigger than others? Where are the cities- use of grid references? What makes a city a city?<br><b>Field study enquiry question: Study of local</b> |                                                                                                        |                                                                                                                                            |

|                                             |                                                                                                                      |                                                                                                                            |                                                                                                            |                                                                                                                           |                                                                                                                 |                                                                                                                                               |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |                                                                                                                      |                                                                                                                            |                                                                                                            |                                                                                                                           |                                                                                                                 | <b>sports grounds-Why has it been built here?</b><br>Use of Cricket to explore UK counties and reasons why clubs are where they are?          |
| <b>Art</b>                                  | Stone Age Paintings- drawing with charcoal                                                                           | Rachel Johnston textiles compare with Stone Age clothing and finger weaving.                                               | Pablo Picasso- Abstract portraits/ collage<br><br>Ancient Greek Sculpture Clay pot                         | Hetty Haxworth- print/ collage                                                                                            | Claude Monet-paintings- landscapes                                                                              | Robert Bradford- Sculpture- out of old bits of plastic etc                                                                                    |
| <b>Design &amp; Technology</b>              |                                                                                                                      | Textiles<br>Making a woolly mammoth                                                                                        |                                                                                                            | Mechanical Inventions & Strong Structures                                                                                 |                                                                                                                 | Cooking and Nutrition                                                                                                                         |
| <b>Music</b>                                | Mountain Melodies: Steps and Leaps                                                                                   | Reading Rhythms: Patterns and Layers                                                                                       | Inspired by India: Musical Improvisations                                                                  | Music Technology                                                                                                          | Reggae Rhythms: Playing in a Band                                                                               | Baroque Meets Pop: Building Harmony                                                                                                           |
| <b>Computing</b>                            | Computer Systems and Networks - 'Connecting Computers'                                                               | Creating Media – Animation                                                                                                 | Data and Information- Branching Databases                                                                  | Programming A – Sequence in Music                                                                                         | Creating Media – Desktop Publishing                                                                             | Programming B – Introduction to Micro: Bits (DT- Design a smart device)                                                                       |
| <b>PE</b>                                   | Football (Positional play, attacking/defending principles)<br><br>Tag Rugby (Backward passing, team defensive lines) | Gymnastics Unit 1 (Sequence building, floor work)<br><br>Indoor Athletics (Pace judgment, relay transitions, power throws) | Dance (Canon, unison, character narratives)<br><br>Basketball (Dribbling, tactical passing, shooting form) | Netball (High/low/fast passes, tournament rotations)<br><br>Gymnastics Unit 2 (Partner balances, vaulting intro)          | Tennis (Forehand/backhand clear, court placement)<br><br>Cricket (Overarm bowling, fielding setups, backing up) | Athletics / Quad Prep (Sprints, jumps, throws for personal bests)<br><br>Hockey, Handball & Tag Rugby (Tournament tactics & rules match play) |
| <b>RE</b>                                   | Stories with Messages Christianity and Buddhist stories                                                              | Angels (C) – Angels                                                                                                        | Authority (J) – Torah                                                                                      | Love – changing emotions (C) - Easter                                                                                     | Sacred place (C/B) – Places of worship                                                                          | Belonging as identity (J) – Jewish traditions                                                                                                 |
| <b>French</b>                               | Greetings and Feelings                                                                                               | Counting on                                                                                                                | Colours                                                                                                    | Pets and Other Animals                                                                                                    | Our Classroom                                                                                                   | School                                                                                                                                        |
| <b>SMSC/PSHE</b>                            | Relationships                                                                                                        | Relationships                                                                                                              | Keeping Safe                                                                                               | Understanding the Law                                                                                                     | Well Being                                                                                                      | RSE                                                                                                                                           |
| <b>Trips/Events/Visitors/Parents Invite</b> | Butsar Ancient Farm school trip                                                                                      | Estelle Baker – Stone Age to Iron Age workshop                                                                             | Greek Day – children dress up, Olympic games, art activities.                                              | D.T. topic challenge<br>Mechanical Structures- trojan horse?<br>(Parents invited in.)<br><i>County Show Education Day</i> | Fossil Exploration-trip to Dinosaur Isle or Wight Gems                                                          | Local area study (Freshwater Bay/Yarmouth).                                                                                                   |