



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



English Language and Literacy	Read Write Inc. Phonics (for those who require this)/ Whole Class Reading/ Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar Whole Class Reading					
	<u>Year 3 Word Reading</u> Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
	<u>Y3 Inference Focus:</u> Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences from within the book with using their background knowledge.					
	<u>Year 3 Reading Comprehension</u>					
	develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their	develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - 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 [for example, free verse, narrative poetry] - using dictionaries to check the meaning of	develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - identifying themes and conventions in a wide range of books - using dictionaries to check the meaning of words that they have read	develop positive attitudes to reading, and an understanding of what they read, by: - 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 understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - drawing inferences such as inferring



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



	understanding of a text - predicting what might happen from details stated and implied - identifying how language, structure, and presentation contribute to meaning 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	words that they have read understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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	- asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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	understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying main ideas drawn from more than 1 paragraph and summarising these retrieve and record information from non-fiction 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	- predicting what might happen from details stated and implied - identifying main ideas drawn from more than 1 paragraph and summarising these 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	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning 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
Please refer to the curriculum overview for the writing process: 1. English Curriculum Writing Overview.docx						
	Non-chronological report – Skara Brae Narrative - Stone Age Boy	Setting description Poetry – Mount Vesuvius	Debate linked to Beavers <i>Newspaper report – Ancient Egypt</i>	<i>Grammar skills - Narrative – Ada's violin</i> Persuasive leaflet – <i>The World Around Me</i>	Application to be an Olympic athlete Science narrative – water droplet	Playscript – Fantastic Mr Fox Recount of Year 3
Punctuation and Grammar	-Word (formation of nouns using a range of prefixes, use 'a' or 'an', word families) Terminology: word family, consonant, vowel	*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (with support). *Using fronted adverbials. *Using commas after fronted adverbials. Terminology: conjunction, clause, subordinate clause	*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (with support). -Sentence (conjunctions to express time, place and cause, adverbs or prepositions) Terminology: preposition	*Using conjunctions, adverbs and prepositions to express time and cause. *Indicating possession by using the possessive apostrophe with plural nouns. -Text (Paragraphs, headings and sub-headings, present perfect form) -Punctuation (inverted commas for direct speech) Terminology: prefixes	*Using and punctuating direct speech. Terminology: direct speech, inverted commas	*Using the present form of verbs in contrast to the past tense.



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



Spelling	Words with <w/> spelled <wh> Words with <ough> Year 3-4 Word List	Words with <aigh> and <eigh> Words with <u/> spelled <ou> Year 3-4 Word List	Words ending in <m/> spelled <mb> and <mn> Words beginning with <n/> spelled <kn> and <gn> Use the first two or three letters of a word to check its spelling in a dictionary	Words beginning with <re> Words beginning with <dis> Homophones Write from memory simple sentences, dictated by teacher, that include words and punctuation taught so far.	Words beginning with <mis> Words with suffixes added to bases ending with <y> Possessive apostrophe	Words eding with <tion> Words ending with <ure> Words ending with <ous>
Maths - Maths No Problem	Number and Place Value: Numbers to 1000		Measurement: Length		Statistics: Pictographs and Bar Graphs	
	Calculations: Addition and Subtraction		Measurement: Mass		Fractions, Decimals and Percentages: Fractions	
	Calculations: Multiplication and Division		Measurement: Volume		Geometry – Properties of Shapes: Angles	
	Calculations: Further Multiplication and Division		Measurement: Money		Geometry – Properties of Shapes: Lines and Shapes	
			Measurement: Time		Measurement: Perimeter of Figures	
	Regular us of ‘Fluent in 5’ to support fluency. Regular times table fluency supported by TTRockstars.					
Science	WORKING SCIENTIFICALLY Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.					
	Context: Rocks NC - Recognise that soils are made from rocks and organic matter. NC: Simple understanding of fossilisation involving soil.	Context: Rocks NC - Compare and group together different kinds of rocks on the basis of their simple, physical properties. NC - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Context: Forces and Magnets NC - Compare how things move on different surfaces. NC - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. NC - Observe how magnets attract or repel each other and attract some materials and not others. NC - 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. NC - Describe magnets as having two poles. NC - Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Context: Animals including humans NC - Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. NC - Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Context: Plants NC - Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. NC - 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. NC - Investigate the way in which water is transported within plants. NC - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Context: Lights NC - Recognise that they need light in order to see things and that dark is the absence of light. NC - Notice that light is reflected from surfaces. NC - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. NC - Recognise that shadows are formed when the light from a light source is blocked by an opaque object. NC - Find patterns in the way that the size of shadows change.



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



Art and Design	NC: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. Develop Ideas: • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. Comment on artworks using visual language. Inspiration from the Greats: - Replicate some of the techniques - Create original pieces influenced by artist, designer /architect					
	Master techniques: Drawing -Use different grades of pencils to show tones and textures through hatching & cross hatching. -To draw/sketch the shadow thrown by an object. -To blend/smudge the pencil lines to create softer lines. -Annotate sketches to explain and elaborate ideas. Inspiration from the greats:			Master techniques: Collage -Mix textures (rough and smooth, plain and patterned). -Combine visual and tactile qualities. -Manipulate materials for effect (paper/card) Inspiration from the Greats: Piet Mondrian		Master techniques: Sculpture -To explore different decorating techniques (scratching, cutting, drawing on the surface) -Use ceramic mosaic materials and clay -To be able to explain the six stages of clay (slip, wet hard, dry, bisque, glazeware). Inspiration from the Greats: Sosus (Ancient Greek artist) Jen Stark
Design and Technology	<u>Design:</u> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make:</u> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 <u>Evaluate</u> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products <u>Cooking and Nutrition:</u> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.					



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025



Successful High Expectations Independence Never Give Up Equality - Be Kind

	Mechanical systems: Pneumatic toys • To understand how pneumatic systems work Kapow (Lesson 1 – stand alone)	Cooking and nutrition: Eating seasonally • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that seasonal fruits and vegetables grow in a given season. • Understand that eating seasonal fruit and vegetables positively affects the environment. • Design a tart recipe using seasonal ingredients.	Textiles: Cross-stitch and appliqué -To learn how to sew cross-stitch and to appliqué. -To learn how to sew cross-stitch and to appliqué. -To develop and use a template. -To assemble fabric parts into a fabric product. -Decorate fabric using appliqué and cross-stitch.		Structures: Constructing a castle • Draw and label a simple castle that includes the most common features. • Recognise that a castle is made up of multiple 3D shapes. • Design a castle with key features which satisfy a given purpose. • Score or cut along lines on the net of a 2D shape. • Use glue to securely assemble geometric shapes. • Utilise skills to build a complex structure from simple geometric shapes. • Evaluate their work by answering simple question	Digital world: Wearable technology • Give a brief explanation of the digital revolution and/or remember key examples. • Suggest a feature from the virtual micro:bit that is suitable for the product. • Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed. • Identify errors, if testing is unsuccessful, by comparing their code to a correct example. • Explain the basic functionality of their finished program. • Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user. • Create annotated diagrams to help illustrate how their product is worn. • Describe what is meant by 'point of sale display' with an example. • Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. • Evaluate their design using a focus group
History	Working Historically: (NC) • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. Working Historically - Chronological Understanding • Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE • Describe and order significant events within the period(s) studied and compare to present day, using dates • Use a timeline to place historical periods and events in chronological order and give reasons for their order New vocabulary: BC (Before Christ) and AD (Anno Domini) and BCE/CE, eras Working Historically - Investigate and interpret the past • Use primary and secondary sources as evidence about the past					



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



- Ask questions and find answers about the past from a range of sources
- Explore the idea that there are different accounts of history and why they exist
- Suggest why certain events happened as they did in history
- Recognise the part that archaeologists have had in helping us understand more about the past

Working Historically - Understanding of events, people and changes in the past

- Use information given to describe key features of a time period
- Identify reasons for and results of people's actions in the past
- Identify similarities and differences between social classes and gender

Context: Daily life from the Stone Age to the Iron Age.
NC: Changes in Britain from the Stone Age to the Iron Age.
How did everyday life change from the Stone Age to the Iron Age?
 How did tools develop between different Stone Age periods?
 What impact did this change in materials have on the way people lived?

Context: An overview of Ancient Sumer; The Indus Valley and The Shang Dynasty of Ancient China, with an in-depth study of Ancient Egypt.
NC: The achievements of the early civilisations - an overview of where and when the first civilizations appeared.
 What were the achievements of the Ancient Sumer, The Indus Valley and the Shang Dynasty of Ancient China?
 Who were the Ancient Egyptians and what were their achievements?
Where did the Ancient Egyptians believe they would go after death?

Context: A study of Greek life and achievements and their influence on the western world (e.g. monarchy, parliament, democracy and war and peace).
NC: Ancient Greece - A study of Greek life and achievements and their influence on the western world.
Who were the Ancient Greeks and how did they end?
 What stories inspired Ancient Greece?
 What were the achievements of the Ancient Greeks and how have they influenced the world today?

Geography - -Locational knowledge (LK) - -Place knowledge (PK) - -Human and physical geography (HPG)- -Geographical skills and fieldwork (GSF)

Context: Mountains, Volcanoes and Earthquakes
 HPG: describe and understand key aspects of: physical geography, including mountains, volcanoes and earthquakes.
Context: Mountains, Volcanoes and Earthquakes
 GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 What is the difference between a mountain, volcano and earthquake and how are they formed?
 How does living near a volcano or earthquake zone affect people's lives?

Context: Knowledge of the UK
 LK: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
 What are the names and locations of the different counties and cities in the United Kingdom, and what are some of the key physical features?
 How do the human characteristics and physical characteristics differ between

Context: Greece
 LK: Locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries and major cities.
 PK: Understand geographical similarities and differences through the study of human and physical geography of a European country.
Context: Greece
 GSF: use fieldwork to observe, measure,



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025



Successful High Expectations Independence Never Give Up Equality - Be Kind

		Where are the world's largest mountain ranges?		various geographical regions of the United Kingdom? What is the topography of our local area and how has the land-use changed over time?		record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Can you find and name some of the major countries and their capital cities in Europe on a map? How are the physical and human characteristics of the United Kingdom similar to or different from those of Greece? How can we compare the climate of our local area to that of Greece?
Computing and E-Safety Teach Computing: NCE	Computing National Curriculum (KS2): 2.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.4 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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 2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Context: Connecting Computers Identifying that digital devices have inputs, processing, and outputs, and how devices can be connected to make networks. NC Content: 2.2, 2.4, 2.6	Context: Stop-frame Animation - Capturing and editing digital still images to produce a stop-frame animation that tells a story. NC Content: 2.6	Context: Desktop Publishing - Creating documents by modifying text, images, and page layouts for a specified purpose. NC Content: 2.5, 2.6	Context: Branching Databases Building and using branching databases to group objects using yes/no questions. NC Content: 2.6	Context: Sequence in Music - Creating sequences in a block-based programming language to make music. NC Content: 2.1, 2.2, 2.3, 2.6	Context: Events and Actions - Writing algorithms and programs that use a range of events to trigger sequences. NC Content: 2.1, 2.2, 2.3, 2.6
National Online Safety	Context: Self-image and identity (1) Avatars – how people look online (2) What is identity? Online relationships (1) Friend match – safely connecting with people online	Context: Online reputation (1) Celebrity bodyguards – it is easy to find information about people online and information can be copied, created, edited and shared by others. Online bullying 1) Anti-bullying pledge	Context: Managing online information (1) Using search engines	Context: Health, wellbeing and lifestyle (1) Ways in which technology can sometimes distract them from other things they might or should be doing.	Context: Privacy and security (1) Information which is personal should not be shared with others.	Context: Copyright and ownership (1) Ownership - Work they have created the importance of respecting work created by others



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



Religious Education	The Agreed Syllabus for RE in Nottingham City and Nottinghamshire - Intentions, Implementation and Impact: 2021-2026 - Know about and understand religions and world views. - Express ideas and insights into religions and world views. - Gain and deploy the skills for learning from religions and world views.					
	Hinduism 1 Does visiting the Ganges make a person a better Sanatani?	Christianity Has Christmas lost its true meaning?	Christianity Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity What is "good" about Good Friday?	Hinduism 2 What do some deities tell Sanatanis about God?	Hinduism 3 What is the best way for a Sanatani to lead a good life?
French	- listen attentively to spoken language and show understanding by joining in and responding - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write words from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. - Appreciate stories, songs, poems and rhymes in the language. - Describe people, places, things and actions orally and in writing					
	Context: Greetings Name Wellbeing Classroom Instructions Halloween	Context: Numbers (up to 20) Age (Ask/ response) Pierre et Monsieur (Autumn story) Bonhomme de Neige (Winter story)	Context: Colours Parts of the Body	Context: Easter (Story of Les Cloches) Opinions (Chocolate Tasting)	Context: Pets (Ask/ respond/ describe) Life cycle of a plant (Dix Graines)	Context: Leisure activities (incl. Tour de France)
French Phonics	Ç, j, on, u	a, er, ou	e, i/ge, r	ch, é, eu	an, i, ou	a, ll, qu
Physical Education	Indoor - Real Gymnastics- Personal Context: Travel, rotation, flight and balance develop flexibility, strength, technique, control and balance (NC)	Indoor - Real Dance- Social Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)	Indoor - Core real PE- Cognitive Context: Dynamic balance (I) and ball skills (O) -use running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor - Core real PE- Creative Context: Coordination and balancing with a partner -Use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC) *Wheel chair basketball taster day	Indoor - Core real PE- Applying Physical Context: Agility (O) (reaction and response) and floor balancing (I) -Use running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate (football) and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor - Core real PE- Health and fitness Context: Agility (Ball chasing) (O) and static balances (I) -Use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC) *Sports day



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful High Expectations Independence Never Give Up Equality - Be Kind



	Outdoor – Context - Handball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor – Context - Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC)	Outdoor – Context - Tag rugby (Premier Education Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor – Context - Hockey - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor – Context - Football *Football coach - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor – Context - Athletics -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)
RSHE - (SCARF)	Context: Me and My Relationships Cooperation, Friendships. - As a rule - Looking after our special people - How can we solve this problem? - Friends are special - Thunks - Dan's dare	Context: Valuing Difference (British Values) Recognising and respecting diversity, Being respectful and tolerant. - Respect and challenge - Family and friends - My community - Our friends and neighbours - Let's celebrate our differences - Zeb	Context: Keeping Myself Safe Safe or unsafe? Managing risk, Staying safe online, Drugs and their risks. - Safe or unsafe - Danger or risk? - The Risk robot - Super Searcher - Help or harm? - Alcohol and cigarettes: the facts.	Context: Rights and Responsibilities (Money) Skills we need to develop as we grow up, Helping and being helped. - Helping each other to stay safe - Recount task - Our helpful volunteers - Can Harold afford it? - Earning money - Harold's environment project	Context: Being My Best Keeping myself healthy, Celebrating and developing my skills. - Derek cooks dinner! (healthy eating) - Poorly Harold - Body team work - For or against? - I am fantastic! - Top talents	Context: Growing and Changing (RSE) Keeping safe, Relationships, Menstruation. - Relationship tree - Body space - None of your business! - Secret or surprise? - My changing body - Basic first aid
Music	English Model Music Curriculum using the Charanga Music Scheme - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.					
	Musical Spotlight: Writing Music Down Step: Home Is Where the Heart Is (Country)	Musical Spotlight: Playing in a Band Step: Love Is What We Do (Disco)	*Spring Musical Performance	Musical Spotlight: More Musical Styles Step: Friendship Song (Pop)	Musical Spotlight: Enjoying Improvisation Step: Why Does Music Make a Difference? (Jazz)	Musical Spotlight: Opening Night Step: The Dragon Song (Pop)



Fairfield Spencer Academy - Year 3 Long Term Plan - Learning Journey 2024-2025

Successful

High Expectations

Independence

Never Give Up

Equality - Be Kind

