

Year 3 and 3-4 (Fountains, St James, Central and Lindisfarne) Long term Plan Year B 2026-27

	Autumn I	Autumn II	Themed Week	Spring I	Spring II	Summer I	Summer II	Themed Week
Fountains/Centra I	Climates-	Sutterton/Swineshead v London –	the Commonwealth Autobiography Australian aboriginal paintings	Transport through the Ages-		Roman Britain-		Maps of the World of geog features of chosen country. and evaluate a chariot model
Theme	location of continents, vegetation types, biomes, extreme climates, plants for humans, mega-diversity (Geography)	location, capital cities, use of maps, physical and human features, tourism, comparisons (Geography)		development of the railways and impact on society, rail networks, development of steam and the industrial age, other transport systems (History)		the Roman invasion, the impact on native Britain, roman influence, the Celts (History)		
Enquiry Questions	Q1 Where are the plants found? Q2 What is a biome? Q3 How do plants survive in extreme climates? Q4 Which plants do we eat? Q5 How else do humans use plants? Q6 What do we mean by mega-diverse?	Q1 Where is London? Q2 What are some important landmarks in London? Q3 How to navigate between different landmarks? Q4 What are the main physical geographical features in London? Q5 What would you do on a day trip to London? Q6 How do Swineshead and London compare?		Q 1 How did early transport hold back developments in society? Q 2 What were the earliest locomotives like? Q3 How did steam trains develop? Q4 How did the rail network expand and contract? Q5 What impact did the railways have on society? Q 6 How have trains changed to the current day? Q7 How have other transport forms changed?		Q 1: When did the Romans invade and why? Q 2 Did the native Britons welcome or resist the Romans, and why? Q3 How did the Romans influence the culture of the people already here?		
Text based writing/whole class text/cross curricular linked text	Footprint King of the swamp The sheep pig Katie and the Sunflowers/starry Night	Speak Up! The Thames and Tide Club The Wild Robot How does the food chain work?		Around the world in 80 ways History of Cars Chitty Chitty Bang Bang The magic Finger The worst witch Charging about-the story of electricity		Romans on the rampage! A gladiator stole my lunchbox. The Nothing to see here hotel. Meet the Ancient Romans		
Genres	Narrative	Speech		Explanation	Poetry	Biography	Poetry-clerihew poetry about a gladiator	
	Description	Letter		Instructions	Narrative	Newspaper report	Narrative	
		advert		Non chronological report		Recount		
Science	Living things and habitats Yr4-grouping and selecting a selection of living things	Animals inc humans-nutrition, digestive system		Electricity-electricity generation, electricity in the home, features of a circuit, fixing circuits		Plants-function of different parts of a flowering plant, requirements for growth Transpiration, role of flowers	Light-need for light, reflection, dangers of light. Formation of shadows.	
	Yr 3 Q 1 How can we classify animals? Q 2 What is a vertebrate?	Q 1 How do living things obtain food.? Q2 What are the 5 food groups and what does each group provide?		Q 1 How is electricity generated? Q 2 Which appliances use electricity? Q3 How does the circuit work? Q 4 What are conductors and Insulators? Q5 How does a switch work?		Q1 What are the different parts of a plant? Q2. What Do Plants Need to Grow Well?	Q 1 What is the difference between light and dark? Q 2 What do we mean by reflective.	

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	Q 3 What do we mean by dichotomous? Q 4 How can we classify invertebrates? Yr 4 Q1 What is a food chain Q2 What is an ecosystem? Q3 How do food chains the relationship between prey and predator Y4 What is the difference between a food chain and a food web?	Q3 Which foods belong to which groups? Q4 Why do humans need the right type of nutrients? Q5 How can we identify the similarities and differences between animals based on their diets. Q6 what makes up the digestive system? Q7 what are the functions of different types of teeth?		Q6 Will this circuit work?	Q3 What is transpiration? Q 4 What are pollination and dispersal?	Q 3 Why is the sun dangerous? Q 4 What are shadows? Q 5 What affects shadow size?	
RE Fountains/Lindisfarne/St James	LKS2A What is my duty and how do I know? (Part 1) (Sikh Worldviews)	LKS2A What is my duty and how do I know? (Part 2) (Hindu worldview)		LKS2A What is a Good Life? (Non-Religious Worldviews)	LKS2A What is a Good Life (Christian Worldviews)	LKS2A Do Christians Have to Believe in God as Trinity? (Part 1)	LKS2A Do Christians Have to Believe in God as Trinity? (Part 2)
Enquiry Questions	Q1 Why is the Sri Harmandir sahib important? Q2 What do Sikhs believe about Waheguru and Gurmukh? Q3 What is the guru Granth sahib? Q4. What does Sikhs believe about duty? Q5 What role to Siwa and langar play in Sikh life?	Q1 What are the origins of Hindu dharma? Q2 what is it like being a Hindu in Leicester? Q3 How is Diwali celebrated in Leicester? Q4How does the story of Rama and Sita help us understand dharma? Q5 How does the story of Arjuna and Krishna help us understand Dharma? Q6 How would you do your duty?		Q1 What are equality, equity and justice? Q2 Who was James Baldwin? Q3 What are the key principles of humanism? Q4 How do humanists believe you should live a good life? Q5 What was James Baldwin's golden rule?	Q1 What is a Saint? Q2 Who is Saint Francis of Assisi? Q3 What is the golden rule in the Bible? Q4 What other golden rules do Christians follow? Q5 How does the Franciscan order follow the golden rules?	Q1 What does Jesus's baptism show us about Christian beliefs in God? Q2 What does the grace show us about Christian beliefs in God? Q3 What is the Nicene creed? Q4 What the Roman Catholic Christians believe about God? Q5 What does the Church of England believe about God?	Q1 Who were the Quakers? Q2What did the Quakers believe about the Trinity? Q3How does Quaker worship compare with Church of England worship? Q4 How did Quaker beliefs influence their actions in the world?
Central	LKS2B What is Religion? What is Spirituality?	LKS2B Are all homes spiritual?		Lks2b can spirituality make things better? (non-religious worldviews)	LKS2B Can Spirituality Make Things Better? (Religious Worldviews)	LKS2B How Do People Express their Spirituality Together? (Part 1)	LKS2B How Do People Express their Spirituality Together? (Part 2)

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	1)what do we mean by religion? 2)what do we mean by spirituality? 3)How did Celtic Christians express spirituality? 4)How do Sikhs express spirituality? 5)How do non-religious people express spirituality? 6)what do we think of spirituality?	1)What is meant by spirituality? 2) why do Christians worship at home? 3)How do Catholics express spirituality at home? 4)how do Jewish people express spirituality at home? 5)How do Hindu's express spirituality at home? 6) How can I express spirituality?		1)how can engaging with the natural world have an impact? 2)Can non-religious people be spiritual? 3)What is humanism? 4)How can non-religious people show their spirituality? 5) What is the Children's People and Nature survey? 6)How can we find more out about spirituality?	1)How can we find out how people live their lives? 2)Can interfaith relationships foster spirituality? 3)How can we make the world a better place? 4)How can we combat anti-semitism? 5)What is Mitzvah day? 6)why do people sometimes act the way they do?	1)Why is the River Ganges important to Hindus? 2)why do people go on pilgrimage? 3)Why is the Kumbh Mela important for Hindus? 4)Is going on Pilgrimage a good idea? 5)What is different between the hajj and umrah? 6)How do people use pilgrimage to express spirituality?	1)Why is Walsingham a place of pilgrimage for Christians? 2) What links the Virgin Mary and Walsingham? 3)why is Walsingham important for Catholics and Church of England? 4)why do people go on pilgrimage?	
Art/DT	Van Gogh- Explore the life and paintings of a famous painter	Computer aided design- design and create a London keyring		DT Textiles 2D shapes to 3D storage-stationery storage	ART British Art and artists, Gainsborough, Freud, Hodgkin	ART European artists- Michaelangelo, Dali, Le Corbusier	DT Sculptures- photograph frames	
Enquiry Questions	Q1 What do we know about the life of van Gogh? Q2 What are some of his most important paintings? Q3 What techniques did he use in his paintings? Q4 How do we create depth? Q5 How do we make shades and tints?	Q1. What is the difference between 2d and 3d models? Q2 What is CAD design? Q3 How are CAD designs created? Q4 What are the limits of CAD design?		Q1 How can I join fabric? Q2 What different types of fabric are there? Q3 How can I join fabric with fasteners? Q4 Which materials are most suitable for my purpose? Q5 How do I turn a 2D shape into a 3D shape? Q6 How do I assemble my product?	Q1 What type of illustrations did Paula Rego create? Q2 Who was Gainsborough? Q3 What do I like about the art of Sonia Boyce? Q4 How did Lucian Freud create portraits? Q5 What is different about the paintings of Howard Hodgkin? Q6 What would I include in a sensory box?	Q1 How did Anselm Kiefer draw buildings? Q2 How important was Michelangelo as an artist? Q3 Was Le Corbusier a good architect? Q4 What famous portraits did Rembrandt paint? Q5 Can I create a design like Coco Chanel? Q6 What was unusual about Salvador Dali's art?	Q1 How are structures made stable? Q2 How do I strengthen paper and card? Q3 How do I make a freestanding structure? Q4 How do I design a photograph frame? Q5 Can I evaluate my photo frame?	
Music (music express)	3.1 Environment (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music.	3.4 Poetry (Performance) Improvise and compose music for a range of purpose using interrelated dimensions of music.		3.7 In the Past (Pitch) Develop an understanding of the history of music. Q1. What is pitch?	4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory.	4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.	4.10 Time (Beat) Play and perform in solo contexts using their voices.	

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	Q1. What descriptive sounds would accompany the poem? Q2. Can you create a musical re-telling a poem? Q3. Can you sing in a two-part harmony? Q4. What is a melodic ostinato? Q5. What is timbre? Q6. What is ternary form? Q7. Can you sing with expression? Q8. Can you develop the lyrics of a song? 3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1. How can music be organised in sequences? Q2. Can you use your voice and actions to perform simply rhythms within a steady beat? Q3. How is music organised in layers? Q4. Can you combine rhythms in layers? Q5. Can you create music using your own ideas?	Q1. Can you enhance and extend the performance of a poem using vocal patterns? Q2. What are layered vocal patterns? Q3. What are contrasting moods and effects in a performance? Q4. Can you combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece? 3.6 Time (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1. What is a metre in a piece of music? Q2. Can you play an independent part in more than one metre simultaneously? Q3. What is an ostinato? Q4. Can you identify an ostinato? Q5. Can you perform rhythmic ostinato individually and in combination? Q6. What is a layering rhythm? Q7. Can you recognise rhythm patterns in staff notation?		Q2. Can you read the pitch notation? Q3. Can you use pitch notation? Q4. What is rhythm notation? Q5. Can you learn a Tudor Dance? 3.8 Communication (Composition) Use and understand staff and other musical notations. Q1 How can you represent sounds with symbols? Q2. Can you use your voice creatively and expressively? Q3. Can you create and perform from a symbol score?	Q1 Can you classify instruments by the way sounds are produced? Q2. Can you learn some simple Beatboxing sounds? Q3. What are aerophones? Q4. What happens when you combine expressive effects of different instrument groups? 4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1 What are verse and chorus song structure? Q2. What is texture? Q3. What is layered structure in a rhythmic ostinato piece? Q4. Can you describe the structure of a piece of orchestral music? Q5. Can you read a clock score to play a piece combining drone and melodic ostinato? Q6. What is drone? Q7. What is a rondo structure? Q8. Can you use rondo structure to build a performance?	Q1 What is a structure in a song? Q2 Can you learn the words and sing the chorus of a song? Q3 Can you explore the phrasing of a song melody? Q4 What are the dynamics in a song? Q5 What are the layers in piece of music? Q6 What is the process of composition in minimalism? 4.9 Communication (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music. Q1 What musical features can you identify? Q2 What is a score? Q3 Can you follow a score to learn the instrumental parts? Q4 Can you discuss the meaning and structure of a rap? Q5 Can you write your own lyrics? Q6 What is a rap? Q7 What is a layered ostinato?	Q1 What is the metre of the song? Q2 Can you identify the repeated patterns ostinato? Q3 Can you play in sing repeated patterns from memory? Q4 What is syncopation? Q5 Can you show the off-beat rhythm? Q6 How has the music been used to tell a story? Q7 Can you create music which tells the story? 4.11 In the Past (Notation) Develop an understanding of the history of music. Q1 Can you play a renaissance dance from notation? Q2 Can you compose a fanfare? Q3 What are the musical structures in this piece? Q4 Can you learn a dance and play music use for celebration? Q5 What dance moves are from the 1960s? Q6 Can you learn a 1960s pop song? Q7 Can you create performance?	
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Computing Fountains/St James	3.1 Computing systems and networks, connecting computers	3.2 creating media, stop frame animation		3.3 programming a, sequencing sounds	3.4 data and information, branching databases	3.5 creating media, desktop publishing	3.6 programming B, events and actions in programmes	
Enquiry Questions	Q1 What is a digital device? Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices? Q6 What are the physical components of a network?	Q1 What is animation? Q2 What is stop frame? Q3 What are the key features of an animation? Q4 How can I add other media to my finished work?		Q1 What is scratch? Q2 What is a command? Q3 How do programmes start? Q4 Why do commands need to be in order? Q5 How do I change the appearance of my project? Q6 How do I create sounds?	Q1 Is the answer yes or no? Q2 What are attributes? Q3 How do I create a branching database? Q4 How do I use a branching database? Q5 Is it the same or is it different?	Q1 How do text and images convey information? Q2 What does editing mean? Q3 What are page settings? Q4 How do I add images and text? Q5 Does it look right? Q6 Is it better than drawing or painting?	Q1 How does the Sprite move? Q2 What directions can I move in? Q3 Can I change your programme to a new context? Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?	
Lindisfarne/Centr al	4.1 computing systems and networks, the Internet	3.2 creating media, stop frame animation		4.3 programming a, repetition in shapes	3.4 data and information, branching databases	4.5 creating media, photo editing	3.6 programming B, events and actions in programmes	
	Q1 How do networks physically connect to other networks? Q2 How do networked devices make up the Internet? Q3 How are websites shared via the World Wide Web? Q4 How can content be added and accessed on the World Wide Web? Q5 Who creates the World Wide Web? Q6 Is content reliable?	Q1 What is animation? Q2 What is stop frame? Q3 What are the key features of an animation? Q4 How can I add other media to my finished work?		Q1 why do we have to be accurate using logo? Q2 What is a text- based language? Q3 What does repeat mean? Q4 How do I change a count control loop to produce a given outcome? Q5 How do I use a count control loop to produce a given outcome? Q6 What do I do if it doesn't work?	Q1 Is the answer yes or no? Q2 What are attributes? Q3 How do I create a branching database? Q4 How do I use a branching database? Q5 Is it the same or is it different?	Q1 How can we change images? Q2 What is composition? Q3 Why would we want to change an image? Q4 What tools would I use? Q5 Are all images real? Q6 How do we improve an image?	Q1 How does the Sprite move? Q2 What directions can I move in? Q3 Can I change your programme to a new context? Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?	
MFL	4.1 Encore- describing people	4.2 Quelle heure est-il? Telling the time		4.3 les fetes- festivals	4.4 ou vas-tu-? Where are you going?	4.5 On mange- food for a party	4.6 Le cirque- francophone countries	
Enquiry Questions	Q1 Can you describe someone? Q2 Which country do you come from?	Q1 What do we do and when do we do it? Q2 What time is it?		Q1 What are the dates of the festivals? Q2 What would you like for Christmas? Q3	Q1 What city are you going to? Q2 What's the weather like?	Q1 What's that? Q2 What do you want to eat? Q3 What would you like to buy?	Q1 Where are you going? Q2 Can you speak French?	

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				How far can you count?	Q3 How do I get there?	Q4 What are you doing?	Q3 What colour is your shirt?	
PE	Mastering basic techniques- Throwing/catching skills	Dance-creating a narrative through dance.		Gym-jumps and rolls	Outdoor activities- introduction to orienteering.	Defending and attacking skills. - invasion games	Athletics-sprinting and hurdling	National Sports Week:
	Q1 What do I need to do to catch accurately? Q2 How does a ball go in the intended direction? Q3 How can I stop a ball? Q4 What tactics do I need for my game?	Q1 What do we mean by narrative? Q2 How can we link movements? Q3 How can we evaluate performance? Q4 How do we link dance motifs into a sequence?		Q1 What is a forward roll? Q2 How do I link movements? Q3 How do I perform a cartwheel? Q4 What is the sequence? Q5 What is a symmetrical shape?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is the symbol? Q4 What is orienteering?	Q1 What is marking? Q2 What is intercepting? Q3 What do we mean by dodging? Q4 How can we regain possession?	Q1 How do I improve my sprinting technique by getting off to a good start? Q2 How do I combine running and jumping in hurdles? Q3 How can I throw a variety of objects over a longer distance?	
PSHE/RSE	Well-being-emotional- How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with Arguments	Well-being-physical - Keeping safe; at home and school; our bodies; hygiene; medicines and household products		Health and prevention- Healthy Eating and Teeth		E-safety- Taught the responsible use of mobile phones/tablets: safe keeping (looking after it) and safe user habits.	Economic well-being- enterprise- The jobs we would like. Careers; aspirations; role models; the Future	
	Q1. What are the qualities of a good friend? Q2. What kind of things causes us to fall out with our friends? Q3. Is conflict always bad? How do you know when you are angry? Q4. What does seeing something from someone else's point of view mean?	Q1. How can I look after myself? Q2. How can I keep clean? Q3. Why is it important to wear seatbelts/safety helmets/fluorescent clothing when it is dark? Q4. How do we take medicines safely? Q5. Can products within the home be dangerous?		Q1. Why we should we eat and sleep well? Q2. What are the five main food groups? Q3. How much sleep should you get a day? Do you think some people might eat too much salt/sugar? Looking after our teeth Q1. Why should we go to the dentist? Q2. What can happen if we don't brush our teeth? Plus, First Aid		Q1. How can you balance the time spent online with other activities? Q2. What do the different ratings mean on video games or films? Q3. Can you behave differently online with someone than if you met them in person?	Q1. What jobs interest you and why? Q2. Do you have to do the same job all of your life? Q3/ Will the jobs be the same in 10 years/20 years? Q4. Do people only do the jobs that they know about? Q5. Is a job that interest you going to be rewarding in all areas?	