

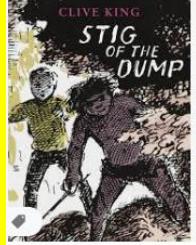
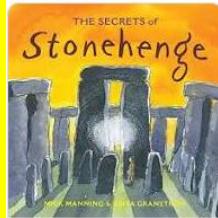
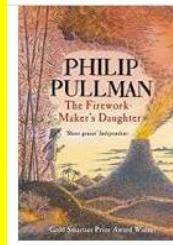
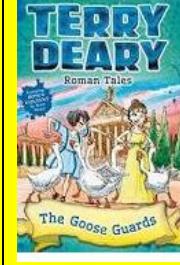
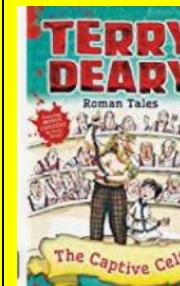


Pankhurst Class Long Term Plan 2025- 26

| Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| History | Through the Ages  <p>Stone Age, Bronze Age, Iron Age, chronology and timeline, everyday life, tools and weapons, settlements, stonework and metalwork, religion and beliefs, wealth and power, invention and ingenuity, evidence and enquiry</p> | Rocks, relics and Rumbles  <p>Significant people and events: Mary Anning and Pompeii.</p> | | | Emperors and Empires  <p>Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> | |
| Geography | One Planet, Our World  <p>One Planet, Our World- Maps; locating countries; human and physical features, the local environment, land use; fieldwork, and local enquiry human features. Stone Age monuments.</p> | Rocks, relics and Rumbles  <p>Layers of the Earth: rocks, plate tectonics, ring of Fire, features of volcanoes, lines of latitude and longitude, volcanic eruptions, earthquakes and tsunamis, compass points; maps.</p> | One Planet, Our World  <p>Earth's layers; plate tectonics; latitude and longitude, Four-figure grid references; primary data; Compass points.</p> | | One Planet, Our World  <p>European countries and cities.</p> | |



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| English | Stig of the Dump  The Secrets of Stonehenge - Mick Mannin  | The Firework-Makers Daughter  Firework poems. | Roman Tales: The Goose Guard  The Fatal Fire  The Captive Celt  | | | |
| Spellings Year 3 | Suffix – er and est, homophones, r sound spelt 'wr' and ee sound spelt 'ey'. | The ee sound spelt ey, adding the suffix -ness, words ending in -le, words ending in -il and words where s makes the zh sound | Homophones, words ending in -el, -al, the ir sound spelt or after w, suffix -ful, -less | Contractions and apostrophes, suffix -ment, -es, words ending in -tion, possessive apostrophes | adding “dis-”, “in-”, “un-” adding “im-” to root words beginning with m or p, homophones. Adding the suffix “-ous” and “-ly” and practice adding “-ture” and “-ation” to verbs to form nouns. The “c” sound spelt ch and words with the “sh” sound spelt ch, the suffix “-ion”. | Adding -ation to verbs, words with the ‘c’ sound spelt ch, words with the sh sound spelt ch. Adding the suffix -ian. ion, prefix re-homophones. |



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| Punctuation Year 3 | <ul style="list-style-type: none"> Identify and highlight direct speech in written texts Model use of inverted commas to indicate direct speech | <ul style="list-style-type: none"> Revise use of comma to separate items in a list Revise question marks and exclamation marks and use reliably | <ul style="list-style-type: none"> Learn to use the apostrophe for regular plural nouns To edit deliberate punctuation errors | <ul style="list-style-type: none"> To know how to use the comma before closing inverted commas, in direct speech | <ul style="list-style-type: none"> To demarcate sentences with increasing security, including capital letters, full stops, exclamation marks and question marks To use an apostrophe for omission and possession | <ul style="list-style-type: none"> Continue to use apostrophes in a range of contexts To begin to use a comma to separate main clause from subordinate clause |
| Grammar Year 3 | <ul style="list-style-type: none"> Nouns To revise the function of statement, question, command and exclamation Sentence structures Past tense To understand Standard English Express time, place and cause using a range of conjunctions | <ul style="list-style-type: none"> Introduce noun phrases To revise the function of statement, question, command and exclamation Irregular past tense Identifying the main clause in a sentence | <ul style="list-style-type: none"> Coordinating and subordinating conjunctions Revisit commas in a list Introduce prepositions | <ul style="list-style-type: none"> Adverbials Prepositions To use a variety of conjunctions | <ul style="list-style-type: none"> Focus on exclamation marks Revisit adverbials Consistent tenses | <ul style="list-style-type: none"> To revisit standard English Commas to separate clauses Consolidate conjunctions |
| Mathematics Year 3 | Number <ul style="list-style-type: none"> Place value Addition and subtraction Multiplication and division Statistics | Geometry <ul style="list-style-type: none"> Properties of shape Position and direction Measurement <ul style="list-style-type: none"> Length and perimeter Money Time Four operations consolidation | Number <ul style="list-style-type: none"> Fractions Measurement <ul style="list-style-type: none"> Mass, capacity and measurement Four operations consolidation | | | |



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| Science | Animal Nutrition and the Skeletal System | | Forces and Magnets | | Plant Nutrition and reproduction | |
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| Computing | Coding <ul style="list-style-type: none"> Flowcharts Code, test, debug Design and make an interactive scene Online safety <ul style="list-style-type: none"> Passwords Fact or fiction (online) Appropriate content and ratings | Spreadsheets <ul style="list-style-type: none"> Pie and bar charts Using < > = tools Using the spin button Touch typing <ul style="list-style-type: none"> Keys Hand positions | Email <ul style="list-style-type: none"> Communication Composing emails Email safety Attachments Emails solutions Branching data bases <ul style="list-style-type: none"> Yes / no questions Class data base | Simulations <ul style="list-style-type: none"> What is a simulation Explore simulations Analyse simulations | Graphing <ul style="list-style-type: none"> Enter data to make a graph Use a graph to solve a problem Analyse data | Presenting with Power point. <ul style="list-style-type: none"> Make a presentation from blank Use text, images and animation Use timings and present using power point. |
| PE | Invasion games <ul style="list-style-type: none"> Football Rugby Health Related Fitness (HRF) <ul style="list-style-type: none"> Cross country/ HIIT workouts | Sports hall athletics Invasion games <ul style="list-style-type: none"> Hockey | Gymnastics Multi skills | Net and wall games <ul style="list-style-type: none"> Tennis Invasion games Netball | Athletics Striking and Fielding <ul style="list-style-type: none"> Rounders Cricket | |
| RE | Vesak  | Guru Nanak Gurpurab  | Hajj  | Lent  | Shavuot  | Ganesh Chaturthi  |
| PSHE | Being me in my world | Celebrating difference | Dreams and goals | Health me | Relationships | Changing me |
| Art and DT | Prehistoric Pots <ul style="list-style-type: none"> Bells Pottery | | Ammonites <ul style="list-style-type: none"> Sketching | | Mosaic Masters <ul style="list-style-type: none"> Making mosaic patterns | |



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| | Cook well, Eat well <ul style="list-style-type: none"> Exploring different methods of cooking | <ul style="list-style-type: none"> Printmaking sculpture <p>Making it Move</p> <ul style="list-style-type: none"> Cam mechanisms | <p>Greenhouses</p> <ul style="list-style-type: none"> Strengthening and building structures | | |
| Music | <p>I've been to Harlem</p> <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. | <p>Mingulay boat song and Nao chariya de</p> <ul style="list-style-type: none"> Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Use some music vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place. | <p>Play percussion - Mangrove twilight</p> <ul style="list-style-type: none"> To explore syncopated rhythm through body percussion and percussion. To introduce ensemble untuned and tuned percussion playing using ostinatos. To explore the call-and-response form and introduce tuned percussion ensemble playing with groups (calling and responding). To play a simple melody in C major. To play key notes in the chord sequence (C-G7-G7-C). To play two-note and broken chord shapes in calypso rhythm (C and G7). <p>To explore melody improvisation using the C major scale</p> | <p>Just three notes</p> <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. <p>Samba with Sérgio</p> <ul style="list-style-type: none"> Move in time with the beat of the music. Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Talk about what they have learnt about Brazil and carnival (e.g. samba batucada instruments, playing in call-and- | <p>Fly with the stars</p> <ul style="list-style-type: none"> Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song. |



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| French | All about me <ul style="list-style-type: none"> • Greetings • Talking about myself | Family <ul style="list-style-type: none"> • Family members • Body parts on myself and family members | Colours <ul style="list-style-type: none"> • Numbers • Days of the week • Months of the year | Food <ul style="list-style-type: none"> • Different food • Food related objects (cutlery etc) | Seasons <ul style="list-style-type: none"> • Weather • Recap months of the year | Exploring a town |