



# The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

Do your BEST, Be our BEST

Belief  
Expectation  
Support  
Triumph

## Long Term Planning Overview 2026

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 3

Term: Summer 1 and 2

Teacher: Sara Thursby

Topic title: Stone Age to Iron Age

<b>MAIN DRIVER:</b>	<b>TOPIC DESCRIPTION:</b> History will be the main driver in this topic. <u>Changes in Britain from the Stone Age to the Iron Age (History Focus)</u>  We will be exploring the Stone Age, Bronze Age and Iron Age periods. We will look at what made these periods in history special exploring the discoveries and inventions. We will look at what cave men were really like and discover what it would have been like to live in those times. We will examine the types of homes people used to live in, what they ate and how they farmed. We will also learn why historical artefacts are important and how we can use them to help us discover information about the past.
<b>SUBJECT</b>	<b>NATIONAL CURRICULUM/Framework OBJECTIVES</b>
Geography NC	
History NC	Changes in Britain from the Stone Age to the Iron Age. <b>This could include:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li><input type="checkbox"/> Bronze Age religion, technology and travel, for example, Stonehenge</li> <li><input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
Science NC	<b>Rocks</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul> <b>Plants</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>

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<b>DT NC</b>	<p>Design and make a Stone Age pouch/bag</p> <p><b>DT2/1.1 Design</b></p> <p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2 Make</b></p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>DT2/1.3 Evaluate</b></p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<b>Art NC</b>	Cloth Thread and Paint unit Telling Stories through drawing and making unit-Access Art
<b>PE NC</b>	<b>Term 5- Synergy -both sessions Athletics -striking and fielding Term 6 ST- cricket</b>
<b>RE Agreed syllabus</b>	<p>God- Islam-believing</p> <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p> <p>Christianity unit</p>
<b>PSHE One decision</b>	<p><b>Relationships- Touch</b> Understand the difference between appropriate and inappropriate touch. Understand personal boundaries.</p> <p><b>Grief unit</b></p>
<b>Computing NC</b>	<p>Email unit Purple Mash</p> <p>Graphing unit</p> <p>Presenting unit</p>
<b>Music NC</b>	China unit Time unit -Music Express
<b>MFL NC</b>	Food Glorious Food
<b>OTHER ASPECTS</b>	<b>ADDITIONAL INFORMATION</b>
<b>Writing Genres</b>	<p>HFL UNITS</p> <p>Persuade- Stella and the Seagull</p> <p>Personal Narrative-Jabari Jumps The Proudest Blue</p> <p>Poetry-Calligrams Love that Dog</p> <p>Instructions</p> <p>Non- Chron Report-Festivals</p> <p>Narrative -The Iron Man</p>

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<b>Mathematical links</b>	Coordinates linked to map work of settlements Perimeter/area of settlements/housing/floor plans Weight and measures linked to rocks and soils-science investigations
<b>Quality Texts</b>	The Stolen Spear – class reader Stone Age Boy The First Drawing-linked to cave art Stone Age Beasts-non- fiction Ug-graphic novel Stone Age Tablet-link to newspaper genre The Street Beneath my feet/The Pebble in my Pocket-linked to Science The Fossil Hunter
<b>Key experiences</b>	Role Play linked to First drawing – real life cave painters outdoors DT -design and making a Stone Age inspired pouch/bag Practical outdoor science linked to rock investigations/ starburst rock cycle work Trip to Creswell Craggs
<b>Discreet Subjects</b>	
<b>Linked Subjects</b>	
<b>Enrichment arrangements</b>	NA currently