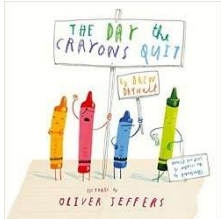
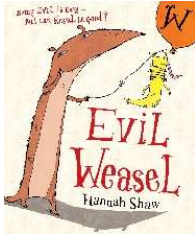
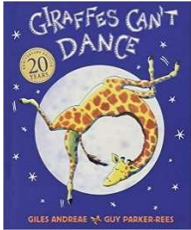
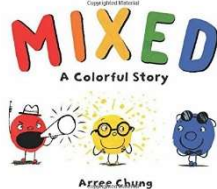
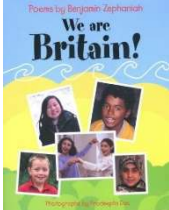
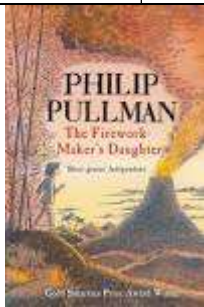
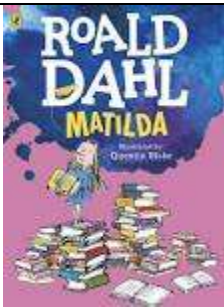
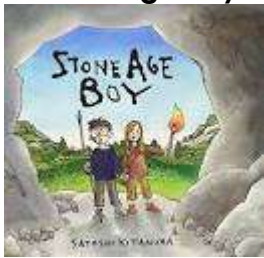
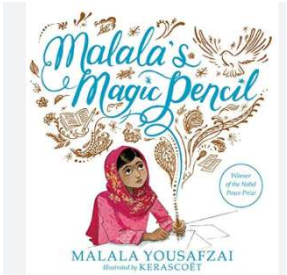
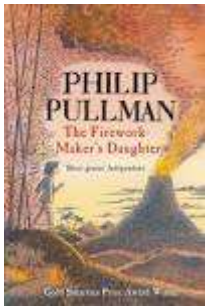
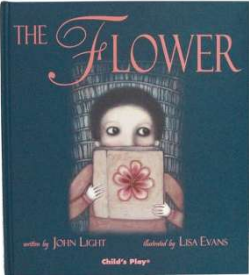
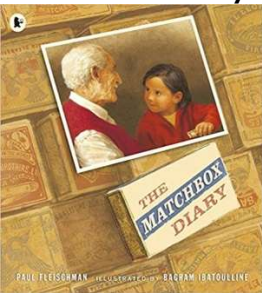




Year Group Curriculum Plan  
Year 3

| 26/27           | Autumn 1                                                                                                                                                 | Autumn 2                                                                                                           | Spring 1                                                                                                                                           | Spring 2                                                                                                                                                                                  | Summer 1                                                                                                                                                                                          | Summer 2                                                                                                                 |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Christian Value | Community                                                                                                                                                |                                                                                                                    | Peace                                                                                                                                              |                                                                                                                                                                                           | Hope                                                                                                                                                                                              |                                                                                                                          |
| RE Focus        | <b>What does it mean to be a Hindu in Britain today?</b><br>Describe how Hindus show their faith within their families and communities in Britain today. | <b>What is the Trinity?</b><br>Describe how Christians show their beliefs about God the Trinity in worship .       | <b>What do Christians learn from the Creation story?</b><br>Make clear links between Genesis 1 and what Christians believe about God and Creation. | <b>Why do Christians call the day Jesus died Good Friday?</b><br>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. | <b>How &amp; why do believers show their commitment during the journey of life?</b><br>Consider the meaning and importance of commitment ceremonies for religious and non-religious people today. | <b>Digging Deeper into World Faith until from Autumn 1</b>                                                               |
| REAL Time Texts |                                                                         |                                  |                                                                 |                                                                                                        |                                                                                                                |                                       |
| PHSE Focus      | <b>Me and My Relationships</b><br>Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss          | <b>Valuing Difference</b><br>Recognising and respecting diversity<br>Being respectful and tolerant<br>My community | <b>Keeping safe</b><br>Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                     | <b>Rights &amp; Respect</b><br>Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                                     | <b>Being My Best</b><br>Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                                                                             | <b>Growing &amp; Changing</b><br>Relationships<br>Changing bodies and puberty<br>Keeping safe<br>Safe and unsafe secrets |
| Class Reader(s) |                                                                       |                                                                                                                    |                                                               |                                                                                                                                                                                           |                                                                                                              |                                                                                                                          |

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| <b>English Text(s)</b> | <b>Stone Age Boy</b><br>                                                                                                                                                                                                                                                                      | <b>Malala's Magic Pencil</b><br>                                                                                                                                                                                 | <b>Firework Maker's Daughter</b><br>                                                                                                                                                                                                                                                                        | <b>The True Story of the Three Little Pigs</b><br> | <b>The Flower</b><br>                                                                                                                                                                                                                                                                                                                                                                  | <b>Match Box Diary</b><br>                                   |
| <b>English Focus</b>   | <b>Non-Chronological Report</b><br>Links to learning challenge                                                                                                                                                                                                                                                                                                                 | <b>Letter writing</b>                                                                                                                                                                                                                                                                              | <b>Narrative with sequential structure</b><br>Stories from another culture                                                                                                                                                                                                                                                                                                                     | <b>Newspaper</b><br>Consider other perspectives and stereotypes                                                                       | <b>Setting Description</b><br><b>Clerihew poem</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Descriptive writing (in a diary entry)</b><br>Discussion around Immigration and refugees                                                     |
| <b>Maths Focus</b>     | <b>Place Value</b><br>Count from 0 in multiples of 4, 8, 50 and 100 and recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br><br><b>Addition and Subtraction</b><br>Add and subtract up to 3 digits mentally and using formal written methods                                                                                             | <b>Multiplication and division</b><br>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables<br><br><b>Multiplication and division</b><br>Multiply and divide using known facts, progressing to formal written methods (2 digit multiplied by a 1-digit number) | <b>Length and Perimeter</b><br>Measure, compare, add and subtract lengths (m/cm/mm) and measure the perimeter of simple 2-D shapes<br><br><b>Mass and capacity</b><br>Measure, compare, add and subtract mass (kg/g)                                                                                                                                                                           | <b>Fractions A &amp; B</b><br>Find and write unit fractions and non-unit fractions with small denominators. Find and count in tenths  | <b>Money</b><br>Add and subtract amounts of money to give change, using both £ and p<br><br><b>Time</b><br>Tell and write the time from 12 hour and 24 hour clocks and work out durations                                                                                                                                                                                                                                                                                 | <b>Statistics</b><br>Bar charts, pictograms and tables<br><br><b>Geometry</b><br>Recognise and describe 2D and 3D shapes. Identify right angles |
| <b>Science Focus</b>   | <b>What is underground?</b><br>Identify and group rocks and looks at the process of fossilisation.                                                                                                                                                                                                                                                                             | <b>How can you change a shadow?</b><br>Investigate light sources and how shadows are formed.                                                                                                                                                                                                       | <b>What do forces do?</b><br>Investigate forces (push and pull) and how magnets react with objects and each other.                                                                                                                                                                                                                                                                             | <b>How does our body help us move?</b><br>Investigate skeletons and muscles (invertebrates and vertebrates) and healthy eating.       | <b>How does a seed become a plant?</b><br>Identify and describe the functions of different parts of flowering plants and the requirements of plants for life and growth. Investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br> |                                                                                                                                                 |
| <b>Geography</b>       |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    | <b>Extreme Earth: Natural Disasters</b> <ul style="list-style-type: none"> <li>- To know and locate volcanoes on each of the continents</li> <li>- To understand the locate high impact earthquakes and tsunamis and understand the impact and frequency of natural disasters.</li> </ul>  Climate change |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                 |
| <b>History</b>         | <b>Who First Lived in Britain?</b> <ul style="list-style-type: none"> <li>- Know and describe how Britain changed between the beginning of the Stone Age, through the Bronze Age and into the Iron</li> <li>- Identify and explain the main similarities and differences between the Stone, Bronze and Iron ages, using a timeline to order events chronologically.</li> </ul> |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                       | <b>What Have the Romans Ever Done for Us?</b> <ul style="list-style-type: none"> <li>- Know where the Romans originated from and show this on a map</li> <li>- Define the term 'invasion' and explain the Roman invasion</li> <li>- Explain how the Roman occupation of Britain helped to advance British society</li> </ul> Describe the resistance to the Roman occupation and have an in-depth knowledge of Boudicca and her place in British history.                 |                                                                                                                                                 |

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|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art Focus</b>                                                                                                     | <ul style="list-style-type: none"> <li>- <b>Drawing</b> Cave Paintings (LC-stone age)</li> <li>- <b>Whole school art progression project</b></li> </ul>                                           |                                                                                                                                                           | <ul style="list-style-type: none"> <li>- <b>Printing</b> <b>ARTIST STUDY</b> Hokusai</li> <li>- <b>Sculpture</b> Paper LC link</li> <li>- <b>Collage (Whole school progression)</b></li> </ul>                                                                                                                                                                                                                                 |                                                                                                                                  | <ul style="list-style-type: none"> <li>- <b>Painting-</b> Yvonne Coomber</li> <li>- <b>Whole school art progression project</b></li> </ul>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                              |
| <b>DT Focus</b>                                                                                                      |                                                                                                                                                                                                   |                                                                                                                                                           | <b>Enterprise Week - Mechanical Systems</b><br>Create a greetings card with a lever to create movement <ul style="list-style-type: none"> <li>- Make a product which uses mechanical components</li> <li>- Work accurately to measure, make cuts and make holes</li> <li>- Assemble, join and combine materials and components.</li> </ul>  |                                                                                                                                  | <b>Roman draw string purses</b> <ul style="list-style-type: none"> <li>- To create a draw string purse by selecting from and using a wide range of materials and components according to their functional properties and aesthetic qualities.</li> </ul> <b>Food Tech - Make Roman bread</b> <ul style="list-style-type: none"> <li>- Cook a savoury dish using a range of techniques ( Kneading, cutting, rolling , twisting, baking)</li> </ul> |                                                                                                                                                              |
| <b>Music Focus</b>                                                                                                   | <b>Writing Music Down</b><br>How does music bring us closer together?                                                                                                                             | <b>Playing in a Band</b><br>What stories does music tell us about the past?                                                                               | <b>Compose Using Your Imagination</b><br>How does music make the world a better place?                                                                                                                                                                                                                                                                                                                                         | <b>More Musical Styles</b><br>How does music help us to get to know our community?                                               | <b>Enjoying Improvisation</b><br>How does music make a difference to us every day?                                                                                                                                                                                                                                                                                                                                                                | <b>Opening Night</b><br>How does music connect us with our planet?                                                                                           |
| <b>PE Focus</b>                                                                                                      | <b>Athletics</b><br><br><b>Invasion Games- Football</b>                                                                                                                                           | <b>Gymnastics</b><br><br><b>Athletics</b>                                                                                                                 | <b>Dance (Firework makers daughter)</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>Striking and Fielding - cricket</b><br><br><b>Net wall –tennis</b>                                                            | <b>Invasion Games -Netball</b><br><br><b>Gymnastics</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>Running/team games</b><br><br><b>Striking and Fielding -rounders</b><br><br><b>(Water Safety)</b>                                                         |
| <b>Computing Focus</b>                                                                                               | <b>Connecting computers</b><br>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.                                           | <b>Desktop Publishing</b><br>Creating documents by modifying text, images, and page layouts for a specified purpose. (links to letter writing in English) | <b>Sequencing sounds</b><br>Creating sequences in a block-based programming language to make music.                                                                                                                                                                                                                                                                                                                            | <b>Branching databases</b><br>Building and using branching databases to group objects using yes/no questions. (Links to science) | <b>Events and actions in programs</b><br>Writing algorithms and programs that use a range of events to trigger sequences of actions.                                                                                                                                                                                                                                                                                                              | <b>Stop frame animation</b><br>Capturing and editing digital still images to produce a stop-frame animation that tells a story (links to the Roman Invasion) |
| <b>MFL Focus (French)</b><br><br> | <b>Introduction to France, location and culture</b> <ul style="list-style-type: none"> <li>- Basic greetings</li> <li>- Information about name, age, and family</li> <li>- Count to 10</li> </ul> | <b>Birthdays</b> <ul style="list-style-type: none"> <li>- Days of the week</li> <li>- Months</li> <li>- When is your birthday?</li> </ul>                 | <b>Describing Ourselves</b> <ul style="list-style-type: none"> <li>- Body parts</li> <li>- Colours</li> </ul>                                                                                                                                                                                                                                                                                                                  | <b>Animals and Pets</b>                                                                                                          | <b>Food and Drink</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Sports and Hobbies</b>                                                                                                                                    |