



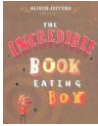


Y3 2024-2025	Autumn		Spring		Summer	
Maths	<ul style="list-style-type: none"> Adding and Subtracting through 10 <ul style="list-style-type: none"> Numbers to 1000 		<ul style="list-style-type: none"> Right Angles Manipulating the additive relationship and securing mental calculation <ul style="list-style-type: none"> Column Addition 2, 4, 8 Times Tables Column Subtraction 		<ul style="list-style-type: none"> Unit Fractions Non-Unit Fractions Parallel and Perpendicular sides in Polygons <ul style="list-style-type: none"> Time 	
English	<p>Mixed Genre Writing: Mini Rabbit Not Lost</p> <p>Information Texts: Atlas of Adventures</p> 	<p>Mixed Genre Writing: Rachel Bright and Jim Field</p> <p>Mixed Genre Writing: Incredible Jobs You've (Probably) Never Heard Of</p> 	<p>Non-Chronological Reports: Ancient Egypt</p> <p>Poems by the Same Poet: Michael Rosen</p>	<p>Mixed Genre Writing: The Bear and the Piano</p> <p>Persuasive Texts: Stella and the Seagull</p> 	<p>Mixed Genre Writing: Ulf and the Finger Eater</p> <p>Poems Aloud Smile Out Loud</p> 	<p>Mixed Genre Writing: The Incredible Book Eating Boy</p> <p>Poetry Free Verse: The Magic Box Kit Wright</p> 
Science	<p>States of Matter <i>National Curriculum:</i></p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<p>Water Cycle <i>National Curriculum:</i></p> <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Rocks <i>National Curriculum:</i></p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 		<p>Plants <i>National Curriculum:</i></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>Animals including Humans <i>National Curriculum:</i></p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement
History	<p>Stone Age <i>National Curriculum: changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Stone-Age life?</i></p>		<p>Ancient Egypt <i>National Curriculum: the achievements of the earliest civilisations</i></p> <p><i>Disciplinary focus: change/continuity</i> <i>How much did Ancient Egypt change over time</i></p>		<p>Ancient Greece and Alexander the Great <i>National Curriculum: a study of Greek life and achievements and their influence on the western world</i></p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can historians learn from the sources from Ancient Greece</i></p>	

Geography	<p>Agriculture National Curriculum:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns describe and understand key aspects of human geography including the distribution of natural resources including food use field work to observe, measure and record and present the human and physical features in the local area <p>Disciplinary focus: interaction How are we connected to farmers? Skills focus: local fieldwork investigating local shops – their sourcing, economic and ethical considerations</p>		<p>Rivers (incl. Rhine and Mediterranean) National Curriculum:</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography (rivers and the water-cycle) name and locate key topographical features (rivers) and land-use patterns <p>Disciplinary focus: interaction How do rivers people and land affect each other? Skills focus: using photographs</p>		<p>Mountains National Curriculum:</p> <ul style="list-style-type: none"> name and locate key topographical features (mountains) describe and understand key aspects of physical geography (hills and mountains) use the 8-points of a compass <p>Disciplinary focus: interaction How do mountains and people affect each other? Skills focus: describing location using 4-point compass</p>	
PE	<p>OAA National Curriculum:</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Ball Handling National Curriculum:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Ball Skills National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] 	<p>Tri Golf National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 	<p>Athletics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Striking and Fielding National Curriculum:</p> <ul style="list-style-type: none"> apply basic principles suitable for attacking and defending
	<p>Dance National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Gymnastics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Gymnastics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Dance National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Dance National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Gymnastics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best
Art	<p>Paper Sculptures National Curriculum:</p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] to know about great artists, architects and designers in history. <p>- Shape, form, model and construct with malleable and rigid materials. - Develop different joining techniques to the purpose, medium and aesthetics. - Make initial sketches to inform making.</p>		<p>Printing National Curriculum:</p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] to know about great artists, architects and designers in history. <p>- Create impressed and relief designs to print with and experiment with mono-printing. - Experiment with repeating patterns and overlapping colours.</p>		<p>Painting: Flowers National Curriculum:</p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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] to know about great artists, architects and designers in history. <p>- Apply colour using wash, dotting, splatter, scratching etc in addition to more traditional methods. - Refine colour mixing skills, producing colour wheels or multiple tints of a single colour. - Create colour references in sketch books - Refine skills in figurative and abstract work, selecting colours to reflect mood.</p>	

<p style="text-align: center;">DT</p>	<p style="text-align: center;">Structures: Special Boxes <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> know how to make strong, stiff shell structures know how to use learning from mathematics to help design and make products that work develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes select and use appropriate tools to measure, mark out, cut, score, shape and assemble materials with some accuracy explain their choice of materials according to functional properties and aesthetic qualities to apply a range of finishing techniques, including those from art and design, with some accuracy know about the work of more than one structural engineer. (e.g. Isambard K-B, Gustave Eiffel, Peter Rice, Falzur Khan) 		<p style="text-align: center;">Textiles: Fashion Accessories <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> understand how to securely join two pieces of fabric together using appropriate stitching (e.g. running stitch, backstitch) select the most appropriate techniques to decorate textiles know that a single fabric shape can be used to make a 3D textiles product know how to strengthen, stiffen and reinforce existing fabrics select fabrics and fastenings according to their functional characteristics (e.g. strength and aesthetic qualities) know about the work of Milliner Rachel Trevor Morgan 		<p style="text-align: center;">Food and Nutrition: Greek Dips <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> understand the principles of a healthy diet know that to be active and healthy, food and drink are needed to provide energy for the body understand where food comes from know that different combinations of ingredients can affect the taste and texture of a product prepare ingredients safely and hygienically using appropriate utensils, use juicer, garlic press, grate firmer foods, cut medium resistance foods into evenly sliced parts using bridge or claw method, snip/shred leaves, peel, spread, mix understand how a key chef, Dan Barber, has tried to impact the food industry as part of the 'Farm to table' movement 	
<p style="text-align: center;">Music</p>	<p style="text-align: center;">Whole-Class Instrument: Ocarinas <i>Introduce Book 1</i> <i>National Curriculum:</i></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations 		<p style="text-align: center;">Composition Notation – Ancient Egypt <i>National Curriculum:</i></p> <ul style="list-style-type: none"> 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. 		<p style="text-align: center;">Mountains <i>National Curriculum:</i></p> <ul style="list-style-type: none"> 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 develop an understanding of the history of music. 	<p style="text-align: center;">Music Technology Unit Spooky Story <i>National Curriculum:</i></p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Beginning and Belonging MMR 9 BB 3/4</p>	<p style="text-align: center;">Family and Friends MMR 11 FF 3/4</p> <p style="text-align: center;">Anti-Bullying MMR12 AB 3/4</p>	<p style="text-align: center;">Diversity and Communities CIT 7 DC 3/4</p>	<p style="text-align: center;">SRE HSL 13 SR 3</p>	<p style="text-align: center;">Personal Safety HSL 16 PS 3/4</p>	<p style="text-align: center;">Managing Change MMR 13 MC 3/4</p>
<p style="text-align: center;">RW</p>	<p style="text-align: center;">Hinduism: A Hindu Story, Rama and Sita <i>What does the story of Rama and Sita mean to Hindu peoples?</i></p>	<p style="text-align: center;">Hinduism: More Hindu Stories <i>What do Hindus learn from Vishnu's stories and symbols?</i></p>	<p style="text-align: center;">Hinduism: Living Hindu Traditions <i>How do Hindus show their devotion?</i></p>	<p style="text-align: center;">Judaism: Abraham, Isaac, Jacob <i>Why is the promised land so important in Judaism?</i></p>	<p style="text-align: center;">Judaism: Joseph, Moses and the Exodus <i>Why do Jews celebrate the festival of Passover?</i></p>	<p style="text-align: center;">Judaism: The Kings the Temple and living as a Jew <i>How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</i></p>

<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Online Safety <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly • recognise acceptable/unacceptable behaviour • identify a range of ways to report concerns about content and contact 	<p style="text-align: center;">Computing Systems and Networks: Connecting Computers <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs • work with variables and various forms of input and output 	<p style="text-align: center;">Creating Media: Word Processing Skills <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Programming: Sequences in Music <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solving problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p style="text-align: center;">Programming: Debugging <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solving problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p style="text-align: center;">Creating Media: MS PowerPoint Skills <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • 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
	<p style="text-align: center;">MFL</p>	<p style="text-align: center;">French for Beginners Greetings and name Classroom instructions</p>		<p style="text-align: center;">French alphabet Numbers 0-20 Colours</p>		<p style="text-align: center;">The date and birthdays My family</p>