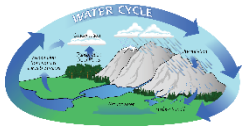
Year 3 2025-2026	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	**Prehistoric Britain**  The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were hunter-gatherers then gradually, people learned new skills such as farming and then later discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their tombs, forts and monuments have survived for thousands of years.	**Mountains, Volcanoes and Earthquakes**  Mountains can join up with other mountains to make up a range. Mountains are very rocky and difficult to grow things on. Also, the higher the mountain goes up, the colder it gets – this means different kinds of plants and animals might live at the top of a mountain than at the bottom, depending on just how high it is.	**The Shang Dynasty**  The Shang Dynasty is the first historic dynasty of China. The river valley of the Yellow River provided a fertile area for this civilisation to develop; little has survived of their domestic architecture. Fortunately, royal and other tombs have provided many clues as to life under the Shang. The Dynasty lasted for six hundred years and encompassed the reign of thirty emperors.	**Villages, Towns and Cities**  Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. A village is small but may have a school, shops, a Post Office and a village hall. A town is larger with lots of houses, schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.	**Ancient Greece**  Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.	**Weather and the Water Cycle**  The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea. The movement of water around our planet is vital to life as it supports plants and animals. Powered by the Sun, the water cycle is happening all the time, though some parts of the cycle take hundreds of years.

English Writing	**Fiction** Ask Dr K Fisher About Animals Outcome: letter **Fiction** Dragons: Truth, Myth and Legend by David Passes Outcome: narrative	**Fiction** Mimi and the Mountain Dragon Outcome: narrative **Non-Fiction** Traction Man meets Turbo Dog Outcome: picture book	**Non-Fiction** How To Invent by Lynn Huggins-Cooper Outcome: explanation Outcome: non-chronological report **Fiction** The King Who Bonned the Dark by Emily Haworth-Booth Outcome: balanced argument	**Poetry** Poetry Pie Outcome: Poem **Non-Fiction** Beatrice's Dream by Karen Lynn-Williams Outcome: diary	**Fiction** Cinderella of the Nile by Beverly Naidoo Outcome: narrative **Non-Fiction** Grow Your Own Lettuce Outcome: instructions	**Fiction** Lord of the Forest by Denys Watkins-Pitchford Outcome: narrative **Poetry** Werewolf Club Rules! By Joseph Coelho Outcome: Poem
Maths	**Power Maths** Place Value Addition and Subtraction	**Power Maths** Addition and Subtraction (Continued) Multiplication and Division A	**Power Maths** Multiplication and Division B Length and Perimeter	**Power Maths** Fractions A Mass and Capacity	**Power Maths** Fractions B Money Time	**Power Maths** Shape Statistics

Science	**Chemistry 'Practical Skills'** Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Gather, record, classify and present data. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries. Use results to draw simple conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support my findings.	**Chemistry 'Rock Cycle'** Recognise that soils are made from rocks and organic matter. Describe simply how fossils are formed when things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Examine and do practical experiments on various types of rocks, in order to group them on the basis of their appearance and simple physical properties.	**Physics 'Light'** Show that light is reflected from surfaces. Explain that light is needed, in order to see things and that dark is the absence of light. Explain that light from the sun can be dangerous and that there are ways to protect eyes. Show how shadows are formed when the light from a light source is blocked by a solid object. Show that there are patterns in the way that the size of shadows change.	**Biology 'Plants'** Explain what different parts of flowering plants do. Explore the requirements of plants for life and growth 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.	**Physics 'Forces and Magnets'** Compare how things move on different surfaces. See that some forces need contact between two objects but magnetic forces can act at a distance. Compare and group some materials on the basis of whether or not they are attracted to a magnet and identify some magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Chemistry 'Raw and Synthetic Materials'** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing, and changes of state are reversible changes. Explain that some changes result in the formation of new materials and that this kind of change is not

						usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Set up simple practical enquiries. Ask relevant questions and use different types of scientific enquiry to answer them. Record the findings using drawings and labelled diagrams.
History & Geography	**History: Prehistoric Britain** Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding) Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2) Ask and answer questions, choosing and using parts of stories and	**Geography: Mountains, Volcanoes and Earthquakes** Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour,	**History: The Shang Dynasty** Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding) Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2) Ask and answer questions, choosing and using parts of stories and other	**Geography: Villages, Towns and Cities** Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork) Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures	**History: Ancient Greece** Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding) Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding) Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different	**Geography: Weather and the Water Cycle** Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement,

	other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2) Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2) Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2) Speak about how he/she has found out about the past. (Organisation and communication - Year 2) Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2) Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of	factory, office. (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. (Geographical skills and fieldwork) Communicate findings in ways appropriate to the task or for the audience (Geographical skills and fieldwork) Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)	sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2) Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2) Speak about how he/she has found out about the past. (Organisation and communication - Year 2) Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2) Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)	etc. (Geographical skills and fieldwork) Identify physical and human features of the locality. (Human and physical geography) Recognise there are similarities and differences between places. (Place knowledge) Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork) Know how the locality is set within a wider geographical context. (Locational knowledge) Describe human features of UK regions, cities and /or counties. (Human and physical geography) Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	periods. (Chronological understanding - Year 2) Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2) Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2) Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations - Year 2) Speak about how he/she has found out about the past. (Organisation and communication - Year 2) Record what he/she has learned by drawing and	water cycle etc. (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork) Know about the wider context of places e.g. county, region and country. (Locational knowledge)

	events, people and changes – Year 6) Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)			(Human and physical geography) Develop an awareness of how places relate to each other. (Place knowledge)	writing. (Organisation and communication - Year 2) Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)	
Computing & Music	**Computing: Connecting Computers** Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers) Understand that computer networks allow data to be transferred and shared. (Networks) Understand that the internet is a large network that enables computers to share information. (Networks) Make choices on which program is best for a given task. (Using Computers)	**Music: Ballads** To use musical vocabulary to explain the stylistic features of a ballad. To explore how actions can impact performance. To plan a musical structure inspired by a story. To create lyrics that match a melody. To show awareness of style, structure and features to perform a ballad.	**Computing: Events and Actions in Programs** Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers) Make choices on which program is best for a given task (Using Computers) Produce a simple program that completes a given task (Coding)	**Music: Pentatonic Melodies and Composition** To learn about the music used to celebrate Chinese New Year Festival To play a pentatonic melody on a tuned percussion instrument. To write and perform a pentatonic melody. To perform a group composition. To perform a piece of music to a group.	**Computing: Stop-Frame Animation** Make choices on which program is best for a given task (Using Computers) To use technology safely and respectfully, keeping personal information private. (e-Safety) Recognise acceptable and unacceptable behaviour online. (E-Safety) Understand what input and output devices are and how they are used. (Computers) Use a range of input and output devices efficiently (Computers)	**Music:**

Design Technology & Art	**Art: Painting and mixed media: Prehistoric painting** Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Know about some of the great artists, architects and designers in history and describe their work. (Learning) Explore shading, using different media. (Techniques) Compare and recreate form of natural and manmade objects. (Techniques)	**D&T: Mechanisms: Pneumatic toys** Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes) Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes) Use knowledge of existing products to design his/her own functional product. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)	**Art: Ancient Egyptians Scrolls** Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques) He/she is able to create a collage using overlapping and layering. (Techniques) Create printing blocks using relief or impressed techniques. (Techniques)	**D&T: Structures: Constructing a castle** Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes) Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes) Use knowledge of existing products to design his/her own functional product. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out	**Art: Drawing: Growing Artists** Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Know about some of the great artists, architects and designers in history and describe their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Add detail to work using different types of stitch, including cross-stitch. (Techniques)	**D&T: Cooking and nutrition: Eating seasonally** Talk about the different food groups and name food from each group. (Cooking and Nutrition) Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition) Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)

		Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Strengthen frames using diagonal struts. (Processes) Safely measure, mark out, cut, assemble and join with some accuracy. (Processes) 2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		the main stages of using them. (Processes) Strengthen frames using diagonal struts. (Processes) Safely measure, mark out, cut, assemble and join with some accuracy. (Processes) 2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		
PSHE and SMSC	**Staying Healthy** Why should you stay clean and healthy? How can you have healthy eating habits? What foods are rich in nutrients? What influences our food and drink choices? How do you look after your teeth?	**Staying Healthy** What different allergies exist? How can asthma affect you? How do you help someone with a bite of sting? How do you use medicine safely? How can some things we ingest be harmful?	**Good Choices** How can exercise and sleep help your brain? How do people make good choices when sharing things online? What are acceptable and unacceptable boundaries with others? How can I make good money choices? What good choices support the environment?	**Friendships** What makes a good friend? How can someone cope with a changing friendship? How do you deal with a falling out? How do people resolve conflict? How can we be a good friend to others?	**Families** What are families? How can families be different? How can families change? How do we show love and care in our families? What does family mean to me?	**Diversity** What different groups of people do you belong to? What does diversity mean? Why should you include all people in your community? How do you show respect to diverse communities? How do you celebrate differences in communities?

RE	**What kind of world did Jesus want?** Identify a text from the Gospel. Identify the Beatitudes and their purpose. Learn the story of when Jesus healed the blind man. Learn the story of when Jesus healed the paralysed man. Learn the story of when Jesus fed the 5000. Explore Jesus' teachings about love.	**How do festivals and family life show what matters to Jewish people?** Explain how Jewish families celebrate every week. Explain how Jewish families celebrate every week. Explain why people celebrate Rosh Hashanah and Yom Kippur. Explore the story 'Jonah and the Big Fish'. Learn the Story of Exodus. Explain why Pesach is important to Jewish people.	**What do Hindus believe God is like?** Define what 'Aum' is. Retell the story of Svetaketu. Recognise that deities are ways of understanding God. Recognise some Hindu deities. Define the Hindu belief of reincarnation. Learn what Puja is.	**What does it mean to be a Hindu in Britian today?** Understand what it means to belong to the Hindu religion in Britain today. Describe key beliefs that guide how Hindu people live their daily lives. Explore how Hindu families and communities practise their religion at home and in places of worship in Britain. Explain how worship, festivals, and traditions help Hindu people express their beliefs. Consider how Hindu beliefs influence choices, behaviour, and identity in modern British society.	**What is it like for someone to follow God?** Understand the purpose of the Bible. Learn the story of Noah. Understand God's covenant. Recognise covenants that people make. Identify the promises made at a Christian wedding. Describe what it is like to follow God.	**How and why do people mark the significant events of life?** Appreciate that life is a journey. Learn about Bar and Bat Mitvahs. Explain Bar and Bat Mitvahs. Learn how Hindus mark the journey of life. Learn about upanayana ceremonies. Consider why people get married.
PE	**Tag Rugby** How can you tag another player? How can you move with a ball in your hands? How can you pass a ball in different directions? How can you pass a ball whilst moving? How can you score a try for your team?	**Dance** How can you use 'levels' when performing a dance? How can you dance in 'canon' when performing a dance? How can you use different 'formations' when performing a dance?	**Volleyball** How can you keep the ball/balloon up in the air with your hands/arms? How can you use the ready position in a game? How can you throw a ball in a rainbow shape? How can you move to receive the ball?	**Fitness** How can you beat your personal best (PB)? How can you improve your technique when performing at each station? How can you develop your strength during circuit training?	**Kwik Cricket** How can you roll and stop a ball? How can you throw underarm, and catch a ball? How can you bowl a ball underarm? How can you throw a ball overarm? How can you hit a ball?	**Athletics** How can you run "FAST"? How can you throw a soft javelin/vortex? How can you perform a hop, skip and jump (standing triple jump)? How can you take off and land over obstacles/hurdles? How can you throw a shot put?

	How can you work as part of a team when you compete in a small-sided game?	How can you use different 'pathways' when performing a dance? How can you dance in 'unison' when performing a dance? How can you perform with 'timing,' 'expression' and 'energy' in your dance?	How can you self-feed the volleyball? How can you play an adapted game of volleyball?	How can you keep your balance when performing your exercises? How do you keep control when performing your exercises? How can you challenge yourself at each station?	How can you take part in a batting and fielding game?	How can you throw a shot put?
Spanish	Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming. Recognise some familiar words and phrases in written form.	Ask and answer simple questions, for example about personal information. Use mostly accurate pronunciation and speak clearly when addressing an audience.	Repeat sentences heard and make simple adaptations to them. Use simple adjectives such as colours and sizes to describe things in writing. Use simple adjectives such as colours and sizes to describe things orally.	Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.	Have basic understanding of the usual order of words in sentences in the target language. Read some familiar words aloud using mostly accurate pronunciation. Write some single words from memory.	Learn and remember new words encountered in reading. Recognise the main word classes e g nouns, adjectives and verbs. Record descriptive sentences using a word bank.
Curriculum Enrichment Activity	**Prehistoric Britian**	**Mountains. Volcanoes and Earthquakes**	**The Shang Dynasty**	**Villages, Towns and Cities**	**Ancient Greeks**	**Weather and the Water Cycle**
	History: Kent's Cavern	SEMH: Year 3 Late Night	Art & Science: Specialist Workshop	Science: Bicton Botanical Gardens	Geography: Topsham Fieldwork	