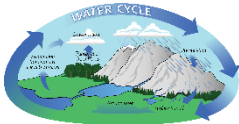
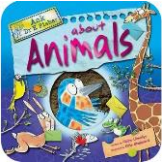
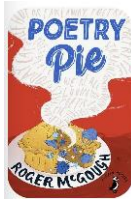
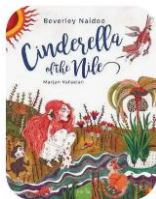
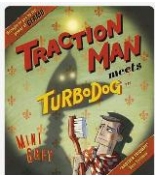
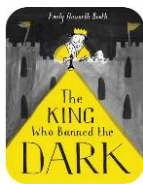
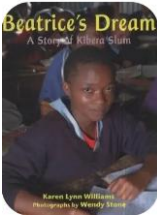
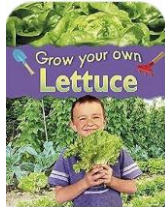
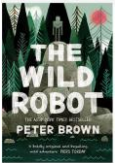
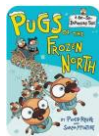
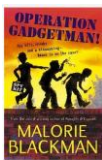
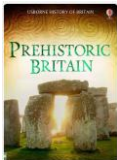
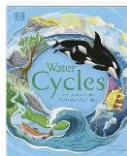
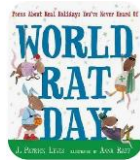
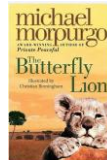


Year 3 2026-2027	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Prehistoric Britain  The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were hunter-gatherers then gradually, people learned new skills such as farming and then later discovered 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 by Claire Llewellyn Outcome: Letter	Fiction  Mimi and the Mountain Dragon by Michael Morpurgo Outcome: Narrative	Non-Fiction  How To Invent by Lynn Huggins-Cooper Outcome: Explanation Text Outcome: Biographical Fact File	Poetry  Poetry Pie by Roger McGough Outcome: Poem	Fiction  Cinderella of the Nile by Beverly Naidoo Outcome: Narrative	Fiction  Lord of the Forest by Denys Watkins-Pitchford Outcome: Narrative
	Fiction  Dragons: Truth, Myth and Legend by David Passes Outcome: Narrative	Non-Fiction  Traction Man meets Turbo Dog by Mini Grey Outcome: Graphic Novel	Fiction  The King Who Banned the Dark by Emily Haworth-Booth Outcome: Balanced Argument	Non-Fiction  Beatrice's Dream by Karen Lynn-Williams Outcome: Diary Entry	Non-Fiction  Grow Your Own Lettuce by Helen Lanz Outcome: Instructions	Poetry  Werewolf Club Rules! By Joseph Coelho Outcome: Poem
Guided Reading & DEAR	Fiction  The Wild Robot by Peter Brown	Fiction  Fantastic Mr Fox by Roald Dahl	Fiction  The Iron Man by Ted Hughes	Fiction  The Cat who wanted to go home by Jill Tomlinson	Fiction  Pugs of the Frozen North by Philip Reeve & Sarah McIntyre	Fiction  Operation Gadgetman by Malorie Blackman

	Non-Fiction  Prehistoric Britain by Alex Frith	Fiction  One Christmas Wish by Katherine Rundell	Poetry  The Lost Words by Robert Macfarlane and Jackie Morris	Non-Fiction  Water Cycles by DK	Poetry  World Rat Day: Poems about real holidays you've never heard of by J. Patrick Lewis	Fiction  The Butterfly Lion by Michael Morpurgo
Maths	White Rose Maths Place Value (to 1000) Addition & Subtraction	White Rose Maths Addition & Subtraction Multiplication & Division (A)	White Rose Maths Multiplication & Division (B) Length & Perimeter	White Rose Maths Fractions (A) Mass & Capacity	White Rose Maths Fractions (B) Measurement	White Rose Maths Money Time 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.	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	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	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	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

	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.	their appearance and simple physical properties.	the size of shadows change.		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.	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.
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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 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)	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, 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)	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 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	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 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.	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 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	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, 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
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	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 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)	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)	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)	(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. (Human and physical geography) Develop an awareness of how places relate to each other. (Place knowledge)	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 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)	country. (Locational knowledge)
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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 Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform composed lyrics fluently and with actions.	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 Match movements to music, explaining why movements were chosen. Accurately notate and play a pentatonic melody. Play a part in a composition confidently. Work as a group to perform a piece of music.	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: Jazz Explain what ragtime music is. Play on the 'off beat' and sing syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.
	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)	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	Art: Ancient Egyptians Scrolls Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)	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	Art: Drawing: Growing Artists Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)	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

	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)	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 the main stages of using them. (Processes) Strengthen frames using diagonal struts. (Processes) Safely measure, mark out, cut, assemble and	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)	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 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	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)	wider world. (Cooking and Nutrition) Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)
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		join with some accuracy. (Processes) 2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		made using a design criteria. (Processes)		
PSHE and MSC	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.	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.	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.	What does it mean to be a Hindu in Britain 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.	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.	How and why do people mark the significant events of life? Appreciate that life is a journey. Learn about Bar and Bat Mitzvahs. Explain Bar and Bat Mitzvahs.

	Learn the story of when Jesus healed the paralysed man. Learn the story of when Jesus fed the 5000. Explore Jesus' teachings about love.	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.	Define the Hindu belief of reincarnation. Learn what Puja is.	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.	Identify the promises made at a Christian wedding. Describe what it is like to follow God.	Learn how Hindus mark the journey of life. Learn about upanayana ceremonies. Consider why people get married.
PE	Fitness Begin to show an understanding of how to improve my own and others performances. Further develop my flexibility, strength, control and balance. Communicate and compete with others. Begin to demonstrate improvement to achieve my personal best.	Dance Begin to show an understanding of how to improve my own and others performances. Perform dance and gymnastics routines on my own and with others using movement patterns. Further develop my flexibility, strength, control and balance. Compare performances with previous ones.	Tag Rugby Participate in team games understanding the rules. Develop a wider range of tactics for attacking and defending. Begin to use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, control and balance.	Kwik Cricket Communicate and compete with others. Participate in team games understanding the rules. Develop a wider range of tactics for attacking and defending.	Athletics Begin to demonstrate improvement to achieve my personal best. Begin to use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, control and balance. Communicate and compete with others.	Volleyball Communicate and compete with others. Participate in team games understanding the rules. Develop a wider range of tactics for attacking and defending.
Spanish	Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language.	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.	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.	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.

	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.		Use simple adjectives such as colours and sizes to describe things orally.		Write some single words from memory.	
Curriculum Enrichment Activity	Prehistoric Britain	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	History: Shang Dynasty Workshop with One Day! Creative	Geography: Topsham Fieldwork	Science: Bicton Botanical Gardens	