



Year group	3	Academic year	2025-26	Teacher(s)	Mrs Morgan
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Main Class Novel	<i>Contemporary</i> <i>The Wild Robot by Peter Brown</i>	<i>Contemporary</i> <i>The Last Bear By Hannah Gold</i>	<i>Shakespeare/Classic</i> ELLIE TO CHOOSE A NEW SHAKESPEARE <i>Peter Pan by JM Barrie</i> Short versions	<i>Contemporary</i> <i>Vetman by Noel Fitzpatrick.</i>	<i>Classic</i> <i>Stig of the Dump by Clive King</i>	<i>Diversity</i> <i>Billy Bramble and the great big cook off by Sally Donovan</i>
	<i>The Street Beneath my Feet by Charlotte Gillion</i>	<i>The Egyptian Cinderella By Shirley Climo</i>	<i>The Dragon's Hoard - stories from Vikings By Lari Don</i>	<i>Science: A First book of Nature by Nicola Davies and Mark Hearld</i>	<i>Can you Hear the Trees Talking? Discovering the Hidden Life of the Forest By Peter Wohlleben</i>	<i>The Willow Pattern Story By Aby lan Drummond</i>
	<i>Prior learning</i>	<i>The Iron Man was taught in year 2 and Tin is taught in year 5.</i>	<i>Links to Traditional Tales taught in Reception/year 1</i>	<i>Previous Shakespeare (yr 2)- Midsummer's Night's Dream and year 1 introduction.</i>		

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<p>Everyone's welcome</p>	<p>Dogs don't do Ballet by Anna Kemp and Sara Ogilive (following dreams)</p>	<p>The new Jumper by Oliver Jeffers - (Being different)</p>	<p>Max the Champion by Sean Stockdale - (sports and dreams)</p>	<p>What the Jackdaw Saw by Julia Donaldson and Nick Sharratt (communication and support)</p>	<p>Blown Away by Rob Bidduloph (supporting friends)</p>	<p><i>Rain Before Rainbows: by Smriti Halls</i></p>
<p>Poetry Books</p>	<p>Julia Donaldson - Poems to Perform</p>	<p>The Puffin Book of Fantastic First Poems - June Crebbin</p>		<p>I am the seed that grew the tree - A natural poem for every day of the year.</p>		<p><i>An Emotional Menagerie: Feelings from A to Z: Feelings from A-Z</i></p>
<p>Memorable learning and Trips</p>	<p><i>Stone Age to Iron Age project Box from the library</i></p> <p><i>Artefacts in school - Leicestershire Rocks</i></p> <p><i>Farm Trip</i></p>	<p><i>Stone Age to Iron Age workshop-CLS</i></p>	<p><i>Viking project box from the library</i></p> <p><i>Norman/Viking helmet with Nasal and Aventail - Artefact</i></p> <p><i>Egypt and the River Nile - Museum Session - Library Services</i></p>	<p><i>Experimenting in Ink - ART Session with CLS</i></p>		<p><i>Richard III project Box from the library</i></p>

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<p>Writing</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Scara Brae Holiday Brochure – Stone age/Step back in time</p>	<p>Secrets of a sun king – Emma Carroll</p> <p>My Christmas Star – Narrative</p>	<p>Flood by Alvaro F Villa</p> <p>The River – Valerie Bloom</p>	<p>The Secret of Black Rock by Joe Todd-Stanton</p> <p>My strong mind – Niels Van Hole</p>	<p>The Happy Prince by Jane Ray – Trading places/Kindness</p> <p>The Blue Umbrella by Pixar Animation Studios</p>	<p>The magic paintbrush – Julia Donaldson</p> <p>The gardener – letter F soci</p>
<p>Grammar/Spelling</p>	<p>Recapping year 2</p> <p>Sentence</p> <p>Statement</p> <p>question</p> <p>exclamation</p> <p>Command</p> <p>Full stops</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>‘Speech bubble</p> <p>Bullet points</p> <p>Speech marks’</p> <p>Commas for dialogue</p> <p>description</p> <p>Singular/ plural</p> <p>Suffix</p>	<p>Paragraphs</p> <p>Extended Vocabulary</p> <p>description of setting or characters</p> <p>building in suspense</p> <p>Explaining feelings</p> <p>conjunction</p> <p>Subordinating conjunction</p>	<p>Prepositions</p> <p>Powerful verbs</p> <p>e.g. stare, tremble, slither</p> <p>Boastful Language</p> <p>e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary</p> <p>to add detail</p>	<p>Word family</p> <p>Conjunctions</p> <ul style="list-style-type: none"> •Coordinating Clause Subordinate clause Adverb Preposition • 	<p>Direct speech</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant/Vowel</p> <p>Determiner</p>	<p>Bossy verbs</p> <p>Tense (past, present, Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative Colon for instructions</p>

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	Adjective / noun / Noun phrases Verb / adverb Apostrophe (contractions only)					
Maths	Place Value Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions Mass, capacity and temperature	Money, time	Time, Shape, Statistics
Science Big Questions:	How are rocks formed?	What makes us Human?	Why do we need light?	How do plants reproduce?	What are natural cycles in nature and why are they important?	Why do we need magnets?
Science	Rocks 1. Sorting rocks 2. How Rocks are Formed 3. Permeability 4. Fossils 5. Soil	The Human Body 1. The Muscular System 2. The Skeletal System 3. The Nervous System 4. Preparing to Eat	Light 1. Light and Dark 2. Transparent and opaque surfaces 3. Mirrors and reflection 4. Shadows 5. Finding patterns in changing shadows	Plants 1. Botany and Flowering Plants 2. Requirements for life and growth 3. Water transportation in plants 4. Pollination in Flowering Plants 5. Seed Dispersal	Cycles of Nature 1. The Four Seasons (prior learning) 2. Seasonal Cycles in Plants 3. Life Cycle of a Plant 4. Animal Migration	Forces and Magnets 1. Forces (Gravity) 2. Friction 3. Magnet 4. Magnetic Poles and Fields 5. Investigating the strength of magnets

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		5. The Digestive System			5. Life Cycle of a Frog	6. EOY Quiz
Physical Education	Fundamentals Y3/4 Badminton	Ball Skills Y3/4 Dance	OAA Dodgeball	Hockey Basketball	Athletics Cricket	Tag Rugby Football
Computing	<p>Computing system and networks 1 Networks and the internet. (Option 1: Google (Option 2: Microsoft Office 365) 3 lessons: 1,3 and 5 only) Lesson 1: What's a network? Lesson 3: A website's journey Lesson 5: Understanding packets</p>	<p>Computing systems and networks 3 Journey inside a computer (3 lessons: 1,2 and 5 only) Lesson 1: Inputs and outputs Lesson2: Building a paper laptop Lesson 5: Dismantling a tablet</p>	<p>Creating media Video trailers (Option 1: Using devices other than iPads) (Option 2: Using iPads) (4 lessons: 1 - 4 only) Lesson 1: Planning a book trailer Lesson 2: Filming Lesson 3: Editing the trailer Lesson 4: Transitions and text</p>	<p>Programming Programming: Scratch (4 lessons: 1,2,3 and 5 only) Lesson 1: Tinkering with Scratch Lesson 2: Using loops Lesson 3: Making an animation Lesson 5: Programming a game</p>	<p>Online Safety Online Safety Y3 (All 4 lessons) Lesson 1: Beliefs, opinions and facts on the internet Lesson 2: When being online makes me upset Lesson3: Sharing of information Lesson 4 : Rules of Social media platforms</p>	
Geography Big Question:	How can we find our location?	Where do we live, and what are the areas like?	How are rivers formed and where are they positioned?	Western Europe - What is it like to live there?	Asia - What are the physical and human features?	

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			Where can rivers take you?			
Geography	<p>Spatial Sense</p> <ol style="list-style-type: none"> Maps, compasses and symbols Four and Six Figure Grid Fieldwork- References The Local Area A contrasting locality- San Francisco (Human Geography) A contrasting locality- San Francisco (Physical Geography) 	<p>Settlements</p> <ol style="list-style-type: none"> Settlements Types of Settlements Urban, Rural and Suburban areas Population Density Sites and Situations of Local Settlements 	<p>Rivers</p> <ol style="list-style-type: none"> What is a river and 3 rivers from around the world (lesson 1,2,3,4,5). <p>Coastal areas and erosion (rivers leading into the sea - lesson 2 The South West).</p>	<p>Western Europe</p> <ol style="list-style-type: none"> Countries, and settlements in Western Europe and their climate (lesson 1 and 2) Trade in Western Europe A comparison of London and Paris 	<p>Asia- China and India</p> <ol style="list-style-type: none"> Locating India and it's Human and Physical Geography (lesson 1 and 2) Locating China and it's Human and Physical Geography The Great Wall of China 	
History Big Question:	How have British settlements developed to improve civilisation in the modern world?	How did a belief in gods and goddesses effect how Egyptians	How could the uniting and shared tolerance of the Anglo-Saxons, have created a more successful and positive community?	Throughout history, has the quest for justice and peace through law and order been straightforward?	How did the War of the Roses divide and unite two families?	

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		led their lives?				
History	<p>Stone Age to the Iron Age</p> <ol style="list-style-type: none"> 1. Chronology 2. Mesolithic Hunter Gatherers 3. Life in Neolithic Britain 4. The Bronze Age 5. Stonehenge 6. The Iron Age 	<p>Ancient Egypt</p> <ol style="list-style-type: none"> 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics <p>START lesson 1 of Vikings this term</p>	<p>The Anglo Saxons, Scots and the Vikings</p> <ol style="list-style-type: none"> 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Who were the Vikings? 5. Viking Raids and Invasion 6.. Alfred the Great 7. Viking settlements and Danelaw 8. Viking Religion and Culture/Anglo Saxon religion and culture (teacher to plan using 2 lesson plans - merge) 9. Edward the Confessor 10. The Norman Invasion 		<p>Law and Power (1154-1272)</p> <ol style="list-style-type: none"> 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort <p>(START SUM2 THIS TERM)</p>	<p>The War of the Roses</p> <ol style="list-style-type: none"> 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors 6. EOY Quiz
	<p>PSHE (Personal, Social & Health Education) SMSC (Spiritual, Moral, Social & Cultural)</p>	<p>Being me in my World</p> <ol style="list-style-type: none"> 1. Setting personal goals 2. Self-identity and worth 	<p>Celebrating Differences</p> <p>1. Families and their differences</p>	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. Difficult challenges and achieving success 2. Dreams and ambitions 	<p>Healthy Me</p> <ol style="list-style-type: none"> 1. Exercise Fitness challenges 2. Food labelling and healthy swaps 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Family roles and responsibilities 2. Friendship and negotiation

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	<p>3. Positivity in challenges</p> <p>4. Rules, rights and responsibilities</p> <p>5. Rewards and consequences</p> <p>6. Responsible choices</p> <p>7. Seeing things from others' Perspectives</p> <p>BEHAVIOUR BOOST DAY</p>	<p>2. Family conflict and how to manage it (child-centred)</p> <p>3. Witnessing bullying and how to solve it</p> <p>4. Recognising how words can be hurtful</p> <p>Join</p> <p>5. Giving and receiving compliments</p>	<p>3. New challenges</p> <p>Motivation and enthusiasm</p> <p>4. Recognising and trying to overcome obstacles</p> <p>5. Evaluating learning processes</p> <p>6. Managing feelings</p> <p>7. Simple budgeting</p>	<p>3. Attitudes towards drugs</p> <p>4. Keeping safe and why it's important online and offline scenarios</p> <p>5. Respect for myself and others</p> <p>6. Healthy and safe choices</p>	<p>3. Keeping safe online and who to go to for help</p> <p>4. Being a global citizen</p> <p>5. Being aware of how my choices affect others</p> <p>6. Awareness of how other children have different lives</p> <p>7. Expressing appreciation for family and friends</p>	<p>4. Inside body changes</p> <p>5. Family stereotypes</p> <p>6. Challenging my ideas</p> <p>7. Preparing for transition</p>
RE Big Question	<p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Key Question: Has Christmas lost its true meaning?</p>	<p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Key Question: What is 'good' about Good Friday?</p>	<p>Key Question: How can Brahman be everywhere and in everything?</p>	<p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p>
Discovery RE	<p>Theme: Divali</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p>	<p>Theme: Jesus' Miracles</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p>	<p>*Theme: Hindu Beliefs</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p>

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	<p>Does participating in worship help people to feel closer to God or their faith community? (Belonging)</p> <p>ATI B Practices and ways of life ATI C Forms of expressing meaning AT2 D Identity, diversity and belonging</p> <p>We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p>Concept: Incarnation</p> <p>Religion: Christianity</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/ Behaving)</p> <p>ATI A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>We are learning to find out what the true meaning of Christmas is</p>	<p>Concept: Incarnation</p> <p>Religion: Christianity</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/ Behaving)</p> <p>ATI A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles</p>	<p>Religion: Christianity</p> <p>Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p> <p>ATI C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p> <p>ATI A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p>Religion: Hinduism</p> <p>Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/ Behaving)</p> <p>ATI C Forms of expressing meaning AT2 F Values and commitments.</p> <p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>
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		to Christians and compare this with what Christmas means to us.				
Design Technology		<p>Constructing a Castle: Draw and label a simple castle that includes the most common features.</p> <p>Recognise that a castle is made up of multiple 3D shapes.</p> <p>Design a castle with key features which satisfy a given purpose.</p> <p>Score or cut along lines on the net of a 2D shape.</p> <p>Use glue to securely assemble</p>		<p>Textiles:</p> <p>Cushions: Use a cross-stitch to join two pieces of fabric together.</p> <p>Design and cut the template for a cushion.</p> <p>Use cross-stitch and appliqué to decorate a cushion face.</p> <p>Make a cushion that includes appliqué and cross-stitch.</p>		<p>Seasonal Vegetables: Explain that fruits and vegetables grow in different countries based on their climates.</p> <p>Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</p> <p>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</p> <p>Design their own tart recipe using seasonal ingredients.</p> <p>Understand the basic rules of</p>

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		<p>geometric shapes.</p> <p>Utilise skills to build a complex structure from simple geometric shapes.</p> <p>Evaluate their work by answering simple questions.</p>				<p>food hygiene and safety.</p> <p>Follow the instructions within a recipe.</p>
Art and Architecture	<p>Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p>		<p>Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry</p>		<p>Architecture/Architects:</p> <p>Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)</p>	
Art	<p>Line</p> <p>Concepts: Lines as basic tools, lines with different</p>		<p>Anglo Saxon Art</p> <p>Concepts: Anglo-Saxon designs, interlocking and</p>		<p>Modern Architecture</p> <p>Concepts: modern vs traditional,</p>	

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	<p>materials, line weight, different types of line, different ways to use line, printing to create lines</p> <p>Skills: continuous line drawing, line weight, drawing contour lines, mono-printing</p> <p>DRAWING</p> <p>PRINTING</p>		<p>interlaced patterns, symmetry, illumination, embroidery</p> <p>Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage</p> <p>DRAWING</p> <p>PAINTING</p> <p>COLLAGE</p>		<p>function, inspiration, process: models and drawing, construction: engineers</p> <p>Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team</p> <p>DRAWING</p> <p>3D FORM</p>	
Music	<p>Unit: Writing Music Down</p> <p>Focus Songs:</p> <p><i>Home is where the heart is</i> by Joanna Mangona Arranged by Rick Coates</p> <p><i>Hallelujah Chorus From Messiah</i> by</p>		<p>Unit: Compose using your Imagination</p> <p>Focus Songs:</p> <p><i>Your Imagination</i> by Joanna Mangona and Pete Readman</p>		<p>Leicestershire Music - ukulele</p> <p>Unit: Enjoying Improvisation.</p> <p>Focus Songs:</p> <p><i>He's got the whole world in his hands</i> Public</p>	<p>Leicestershire Music - ukulele</p>

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	<p>George Frideric Handel</p> <p><i>Let's work it out together</i> by Joanna Mangona and Pete Readman</p> <p><i>The Loco-Motion</i> by Gerry Goffin and Carole King</p>		<p><i>Disco Fever</i> by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p><i>You're a shining star</i> by Joanna Mangona and Pete Readman</p> <p><i>Amazing Grace</i> Public Domain Arranged by Chris Taylor</p> <p><i>Music Makes the World go round</i> by Rick Coates</p>		<p>Domain Arranged by Chris Taylor</p> <p><i>Porgy And Bess, Act I: Summertime</i> by George Gershwin</p> <p><i>Why does music make a difference?</i> by Joanna Mangona and Chris Taylor</p> <p><i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten</p> <p><i>Panda Extravaganza</i> by Rick Coates</p>	
French	<p>Introductions</p> <p>Greet someone.</p> <p>Say your name and ask someone's name.</p> <p>Say goodbye.</p>	<p>In the classroom</p> <p>Name school equipment</p> <p>To say what you have</p> <p>Grammar:</p>	<p>Numbers and age</p> <p>To count up to 12</p> <p>Say your age</p> <p>Ask someone's age</p> <p>Grammar: having years not being years old in French</p>	<p>Dates</p> <p>Days of the week</p> <p>Months of the year</p> <p>Count from 1-31</p> <p>Give dates in French</p> <p>Name some important days</p>	<p>Weather</p> <p>Say what the weather is like today.</p> <p>Say what the weather is like on different days</p> <p>Grammar: il fait = 'it makes' is idiomatic</p>	<p>My Family</p> <p>Say what pets you have</p> <p>Ask someone if they have pets.</p> <p>Use numbers and recognise plurals.</p>

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	Ask and answer questions about how someone is.	Reminder of what nouns are. Understand classroom instructions. Know what the imperative is. Grammar: The imperative is used to give instructions.			language for weather and is used rather than 'c'est' which means 'it is' Le + day of the week = on + day of the week	Grammar: 1st and 2nd person sing. 'avoir' (J'ai / As-tu)
<i>Festivals and Celebrations</i>	<i>Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day</i>	<i>Guy Fawkes Remembrance Sunday Diwali St Andrews Day Advent and Christmas Thanksgiving Hanukah</i>	<i>Chinese New Year St Valentine's Day Shrove Tuesday</i>	<i>St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi</i>	<i>St George's Day May Day Ramadan</i>	<i>Eis ul Adha</i>
<i>British Values</i>					<i>King John and the Magna Carta - democracy</i>	<i>Monarchy</i>

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					Rule of Law - fair trial - King John	
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