

# Year 3 - Long Term Subject Curriculum Plan - 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Substantive Concepts
<b>Art and Design &amp; Technology</b>	<b>Drawing</b> Facial proportions and portraits Rembrandt	<b>Construction</b> Picture frames	<b>Painting</b> Landscapes—Monet	<b>Mechanisms</b> Shadow puppet theatre	<b>Mixed Media</b> Recycled Local Collage Kate Slater/Jane Perkins	<b>Food and Nutrition</b> Flatbreads Compare ways of cooking potato Pancake batter	<b>Art</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting and colouring</li> <li>Mixed media</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>Design and evaluation process</li> <li>Functionality</li> <li>Materials and tools</li> </ul>
<b>Computing</b>	<b>Organising, Creating and Presenting.</b> Use 2 types of multi-media: text, image and animation to create, organise and present content. <i>Collecting, Evaluating and Presenting information Unit</i>	<b>QR Codes.</b> Explore what QR Codes are and how they are created to present information to a user. <i>Collecting, Evaluating and Presenting information Unit</i>	<b>Creating a Branching Database and Interrogating Simple Databases.</b> Create and use a branching database focusing on questions for sorting. <i>Data handling unit</i>	<b>Write a Program Part 1-Block Based Sequences.</b> Use sequencing and debugging strategies in J2Visual. <i>Computer Science and Programming Unit</i>	<b>Write a Program – Drawing Shapes.</b> Create programs that include repetition and sequence in J2Visual to create simple images. <i>Computer Science and Programming Unit</i>	<b>Project Evolve</b> Looking at online safety.	<b>Computing</b> <ul style="list-style-type: none"> <li>Understanding technology</li> <li>Online safety</li> <li>Programming</li> </ul>
<b>English - Phonics and Reading</b>	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> The Creakers	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> Leonora Bolt and the Secret Inventor	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> The Nothing to See Here Hotel	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> Varjak Paw	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> Charlotte's Web	<b>Children who still require Little Wandle will remain in reading groups and catch up sessions.</b> Weekly reading sessions—Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> The Boy who Grew Dragons	<b>English - Reading</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Decoding</li> <li>Pleasure</li> <li>Prosody</li> <li>Windows &amp; Mirrors</li> </ul>
<b>English - Writing</b>	<p style="text-align: center;"><b>In Year 3, pupils will be taught a wide range of skills which cover:</b></p> <p style="text-align: center;">Spelling Handwriting Purpose for Writing Planning Drafting Editing Vocabulary and Grammar Punctuation</p> <p style="text-align: center;"><b>See the English - Writing - Skills Progression document for more information</b></p>						<b>English - Writing</b> <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> <li>Form</li> </ul>
<b>Geography</b>	<b>How Do We Locate Places On A Map?</b> To understand rural and urban, To locate Equator, Northern and Southern hemisphere and tropics of Cancer and Capricorn.		<b>How Is Life In The UK different To France?</b> Understand geographical similarities and differences through study of human and physical geography.		<b>What Is Unique About The UK?</b> Use symbols and a key to draw key features on a map. Use an overlay to include four-figure grids.		<b>Geography</b> <ul style="list-style-type: none"> <li>Comparison &amp; Environment</li> <li>Sustainability</li> <li>Impact</li> </ul>
<b>History</b>	<b>How do we know about the Stone Age and how did Britain change?</b>		<b>What were the similarities and differences between Ancient Egypt and Britain?</b> Ancient Egypt		<b>What changed Britain during the Bronze/Iron Age?</b> Bronze Age- Iron Age		<b>History</b> <ul style="list-style-type: none"> <li>Society</li> <li>Equality and Inequality</li> <li>Inventions</li> <li>Power</li> </ul>
<b>Maths</b>	<b>Place value (3 weeks)</b> <b>Addition and Subtraction (5 weeks)</b> <b>Multiplication and division A (4 weeks)</b>		<b>Multiplication and division B (3 weeks)</b> <b>Length and perimeter (3 weeks)</b> <b>Fractions A (3 weeks)</b> <b>Mass and capacity (3 weeks)</b>		<b>Multiplication and division B (3 weeks)</b> <b>Length and perimeter (2 weeks)</b> <b>Fractions (4 weeks)</b> <b>Decimals A (3 weeks)</b>		<b>Maths</b> <ul style="list-style-type: none"> <li>Number sense</li> <li>Basic Arithmetic</li> <li>Measurement</li> <li>Data Handling</li> </ul>
<b>Modern Foreign Languages</b>	<b>Bonjour!</b> Introduce myself	<b>La France</b> Learn about Paris and France Numbers to 12	<b>En classe</b> Colours and numbers Classroom language	<b>Les animaux</b> Read a French story Animals	<b>Mon anniversaire</b> Birthdays Months of the year	<b>Ma famille</b> Talk about my family	<b>MFL</b> <ul style="list-style-type: none"> <li>Phonics</li> <li>Vocabulary</li> <li>Grammar</li> <li>Intercultural Understanding</li> <li>Communication</li> </ul>
<b>Music</b>	<b>Let's be friends</b> I've been to Harlem	<b>Travel and movement</b> Nao Chariya de/Mingulay boat song Sound symmetry	<b>This is me</b> Latin dance (classroom percussion)	<b>Animal party</b> 'March' from the Nutcracker From the railway carriage	<b>I've got feelings</b> Just three notes Samba with Sergio	<b>Let's jam</b> Fly with the Stars (classroom percussion)	<b>Music</b> <ul style="list-style-type: none"> <li>Beat</li> <li>Rhythm</li> <li>Pitch</li> </ul>
<b>P.E.</b>	<b>Swimming</b> 3 swim teachers 2 x half hour <b>Athletics</b> PE PLANNING	<b>Swimming</b> 3 swim teachers 2 x half hour <b>Gymnastics</b> PE PLANNING	<b>Swimming</b> 3 swim teachers, 2 x half hour <b>Gymnastics</b> PE PLANNING	<b>Dance (Street Dance)</b> PE PLANNING <b>Dodgeball</b> PE PLANNING	<b>Athletics/Fitness</b> PE PLANNING <b>Tennis</b> PE PLANNING	<b>Cricket/rounders</b> PE PLANNING <b>Orienteering</b> PE PLANNING	<b>P.E.</b> <ul style="list-style-type: none"> <li>Movement and Balance</li> <li>Co-ordination</li> <li>Sportsmanship</li> </ul>
<b>R.E</b>	<b>Exploring living by rules</b> Explore rules for living for all, but especially those found in sacred writings and teachings and ask questions about their impact on the lives of believers	<b>Religion in the home</b> Compare and contrast the practice of religion in the home in different religious communities	<b>Symbols of worship</b> Compare and contrast the use of symbols, actions and gestures used in worship by different communities	<b>Sharing special food</b> Investigate some features of key religious festivals and celebrations and identify similarities and differences	<b>The beginning of the World</b> Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers	<b>Religious Leaders</b> Explore the life of key religious figures and make links with teachings and practices of special significance to followers	<b>R.E.</b> <ul style="list-style-type: none"> <li>Beliefs</li> <li>Values</li> <li>Belonging</li> </ul>
<b>R.H.E.</b>	<b>Fundamental British Values</b> Democracy Rule of Law Individual Liberty Tolerance and Respect	<b>Aiming High</b> Thinking About our Goals Setting Short Term and Lifetime Goals Steps to Achieve	<b>Keeping and Staying Safe</b> Cycle Safety Peer Pressure Water Safety Keeping/Staying Safe	<b>Thinking Positively</b> Activities to promote positive mental health in school and at home	<b>Fire Safety</b> Hoax Calling Petty Arson At the Fire Station Texting While Driving	<b>Hazard Watch</b> Is it safe to eat or drink? Is it safe to play with?	<b>R.H.E.</b> <ul style="list-style-type: none"> <li>Friendships and Relationships</li> <li>Health, Wellbeing, Emotions and Feelings</li> <li>Safety and Online Safety</li> <li>Diversity and Inclusion</li> <li>Making Good Choices</li> </ul>
<b>Science</b>	<b>What does a healthy body look like?</b>	<b>Is light important?</b>	<b>What is a force?</b>	<b>How do magnets work?</b>	<b>How can rocks be grouped</b>	<b>What is the life cycle of a flowering plant?</b>	<b>Science</b> <ul style="list-style-type: none"> <li>Practical Application</li> <li>Investigation</li> <li>Cause and Effect</li> <li>Responsibility</li> </ul>