Year 3	Autumn Term		Spring Term		Summer Term	
	September to December 2025		January to March 2026		April to July 2026	
Main Topic	**Through the Ages** (History) This topic teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.		**Rocks, Relics and Rumbles** (Geography) This topic teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity**.**		**Emperors and Empires** (History) This topic teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.	
English **Core Texts**	Stone Age Boy by Satoshi Kitamura	The Person Controller by David Baddiel	The Firework Maker's Daughter by Phillip Pullman	Non Fiction Texts Poetry	The Gladiators of Capua by Caroline Lawrence	Aesop's Fables by Michael Morpurgo
English **SPaG**	**<u>Revision</u>** Commas in lists Apostrophes for singular possession Apostrophes for contraction Use expanded noun phrases Write commands, question marks, exclamations and statements TEACH Use the forms a or an according to whether ... next word begins with a consonant or a vowel	**<u>Apply previous skills, and explicitly teach</u>**: Organise paragraphs around a theme Build cohesion within a paragraph e.g. use of synonyms, using pronouns and substituting nouns, adverbials Express time, place and cause using adverbs (then, next, soon, therefore) Express time, place and cause using conjunctions (when, before, after, while, because)	**<u>Apply previous skills, and explicitly teach</u>**: Use varied and rich vocabulary including: ... collective nouns, similes and alliteration Vary sentences openers for effect eg preposition phrases Express time, place and cause using prepositions (before, after, during, in, because of) Vary sentences openers for effect eg adverbs	**<u>Apply previous skills, and explicitly teach</u>**: Vary sentences openers for effect eg subordinate clauses Use wider range of subordinating ... after, while, when, if, because, although) Use simple organisational devices eg headings, sub-headings	**<u>Apply previous skills, and explicitly teach</u>**: Punctuate direct speech with inverted commas Link ideas across paragraphs using ... time, place and number or by varying tense	**<u>Apply and embed previous skills. Close gaps.</u>** Use present perfect verb tense (I have seen)
Maths	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Add and subtract numbers mentally, including a three-digit number and hundreds. • Add and subtract numbers mentally, including a three-digit number and ones. • Add and subtract numbers mentally, including a three-digit number and tens. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Compare and order numbers up to 1000. • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Estimate the answer to a calculation and use inverse operations to check answers. • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Solve number problems and practical problems involving these ideas. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling		• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Compare and order unit fractions, and fractions with the same denominators. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Measure the perimeter of simple 2-D shapes. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Read and write numbers up to 1000 in numerals and in words. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.		• Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Add and subtract fractions with the same denominator within one whole (for example, 5/7 + 1/7 = 6/7). • Compare durations of events (for example to calculate the time taken by particular events or tasks). • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Interpret and present data using bar charts, pictograms and tables. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Recognise angles as a property of shape or a description of a turn. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. • Solve problems that involve all of the above.	

	problems and correspondence problems in which n objects are connected to m objects. ● Solve problems, including missing number problems ● ng number facts, place value, and more complex addition and subtraction. ● Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.		● Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
History	● Describe how a significant event or person in British history changed or influenced how people live today. ● Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. ● Describe ways in which human invention and ingenuity have changed how people live. ● Describe the everyday lives of people from past historical periods. ● Describe the roles of tribal communities and explain how this influenced everyday life. ● Explain the cause and effect of a significant historical event. ● Explain the similarities and differences between two periods of history. ● Make deductions and draw conclusions about the reliability of a historical source or artefact. ● Sequence dates and information from several historical periods on a timeline. ● Summarise how an aspect of British or world history has changed over time. ● Use historical terms to describe different periods of time.	● Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. ● Explain the cause and effect of a significant historical event. ● Make deductions and draw conclusions about the reliability of a historical source or artefact.	● Analyse a range of historical information to explain how a national or international event has impacted the locality. ● Ask well composed historical questions about aspects of everyday life in ancient periods. ● Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. ● Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. ● Describe how a significant event or person in British history changed or influenced how people live today. ● Explain the cause, consequence and impact of invasion and settlement in Britain. ● Describe the achievements and influence of the ancient Romans on the wider world. ● Describe ways in which human invention and ingenuity have changed how people live. ● Describe the hierarchy and different roles in past civilisations. ● Describe the significance and impact of power struggles on Britain. ● Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. ● Explain the cause and effect of a significant historical event. ● Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. ● Make deductions and draw conclusions about the reliability of a historical source or artefact. ● Make choices about the best ways to present historical accounts and information. ● Sequence dates and information from several historical periods on a timeline.

Science	**Animal Nutrition and the Skeletal System** This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.		**Forces and Magnets** This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.		**Plant Nutrition and Reproduction** This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.	**Light and Shadows** This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.
Art & Design	**Contrast and Complement** This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.	**Prehistoric Pots** This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.	**Ammonite** This project teaches children about artistic techniques used in sketching, printmaking and sculpture.	**People and Places** This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.	**Beautiful Botanicals** This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.	**Mosaic Masters** This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaics. The children learn techniques to help them design and make a mosaic border tile.
Design Technology	**Cook Well, Eat Well** This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.		**Making It Move** This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.		**Greenhouse** This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.	

Geography	**One Planet, Our World** This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.		• Classify, compare and contrast different types of geographical feature. • Describe how a significant geographical activity has changed a landscape in the short or long term. • Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). • Describe the parts of a volcano or earthquake. • Name and describe properties of the Earth's four layers. • Explain the physical processes that cause earthquakes. • Locate significant places using latitude and longitude. • Name and describe the types, appearance and properties of rocks. • Name and locate significant volcanoes and plate boundaries and explain why they are important. • Use the eight points of a compass to locate a geographical feature or place on a map.		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
RE	**Buddhism** Is it possible for everyone to be happy? Revisits the story of the Buddha and his enlightenment, consideration of material against inner happiness, and the Buddha's teachings about lessening suffering.	**Christianity** Has Christmas lost its true meaning? The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).	**Christianity** Could Jesus heal people? Did He perform miracles or was there some other explanation? Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.	**Christianity** What is 'good' about Good Friday? The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.	**Buddhism** Can the Buddha's teachings make the world a better place? Anicca (change) and Dukkha (suffering), the story of the Buddha and the angry elephant, Kisa and the mustard seed, the Buddha's teaching on how compassion can lessen suffering.	**Buddhism** What is the best way for a Buddhist to lead a good life? Examples of the Eightfold Path that a Buddhist might put into action in their lives (especially Right Mindfulness and Right Effort), Nirvana, enlightenment, reincarnation.
Computing	**Staying safe online** • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Know that for most people the internet is an integral part of life and has many benefits. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Know that people sometimes behave differently online, including by pretending to be someone they are not. • Know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous. • Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		**Evaluating digital content** • Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		**Scratch, algorithms and debugging** • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	
Music	**Accompanying a song** • Pupils will apply their knowledge of pitched and unpitched percussion instruments. • Pupils will learn the lyrics to a song. • Pupils will identify when pitched or unpitched. instruments were played • Pupils will choose a variety of instruments to accompany a song and play with control.	**Christmas Performance** • Pupils will begin to learn Christmas songs ready for their Christmas performance. • Pupils will apply timing, dynamics. • Pupils will build their confidence for performing.	**Djambe Drumming** • Pupils will recap on their prior knowledge • Pupils will learn a variety of beats in order to play various African rhythms adding dynamics and tempos.	**Graphic Scoring** • Pupils will listen to a variety of pieces of music, comparing and contrasting to identify the differences • Pupils will draw how the music makes them feel • Pupils will be able to identify different instruments from the orchestral families.	**Musical Elements** • Pupils will learn Roman songs related to Gods and Goddesses. • Pupils will sing a song and accompany this with instruments through developing their listening skills to recognise the 'Ostinato'.	**Pitched Percussion** • Pupils will build on prior knowledge from Year 2 • Pupils will learn 'Crotchets and Quavers' and how to apply these to tunes. • Pupils will learn to play Xylophones as a solo and as a duet.

Personal Social Health Education (PSHE)	**Being Me in My World** Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Celebrating Difference** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	**Dreams and Goals** Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	**Healthy Me** Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	**Relationships** Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	**Changing Me** How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition
PE	**Ball Skills** ● Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. ● They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. ● They will develop catching with one and two hands as well as dribbling with feet and hands. ● These skills will then be applied to small group games. ● Pupils will have the opportunity to take on different roles and work both individually and with others.	**Dance** ● Pupils create dances in relation to an idea including historical and scientific stimuli. ● Pupils work individually, with a partner and in small groups, sharing their ideas. ● Pupils develop their use of counting and rhythm. ● Pupils learn to use canon, unison, formation and levels in their dances. ● They will be given the opportunity to perform to others and provide feedback using key terminology. **Fundamentals** ● Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. ● Pupils will develop their ability to change direction with balance and control. ● They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. ● Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. ● Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. **Invasion Games (basketball)** ● Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. ● Pupils will learn to use attacking skills to maintain possession of the ball. ● They will start by playing uneven and then move onto even sided games. ● Pupils will understand the importance of playing fairly and to the rules. ● They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.	**Gymnastics** ● In this unit pupils focus on improving the quality of their gymnastic movements. ● They are introduced to the terms 'extension' and 'body tension.' ● They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. ● Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. ● Pupils develop their confidence to perform, considering the quality and control of their actions. **Invasion Games (tag rugby)** ● In this unit pupils will learn to keep possession of the ball using attacking skills. ● They will play uneven and then even sided games, developing strategies and social skills to self-manage games. ● Pupils will understand the importance of playing fairly and keeping to the rules. ● Pupils will think about how to use skills, strategies and tactics to outwit the opposition. ● They will learn how to evaluate their own and others' performances and suggest improvements. **Striking & Fielding (rounders)** ● Pupils learn how to score points by striking a ball into space and running around cones or bases. ● When fielding, they learn how to play in different fielding roles. ● They focus on developing their throwing, catching and batting skills. ● In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. ● Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	**Net & Wall Games (tennis)** ● In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. ● They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. ● Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules **Athletics** ● In this unit, pupils will develop basic running, jumping and throwing techniques. ● They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. ● As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. ● Pupils are also given opportunities to measure, time and record scores.