

# YEAR 3 CURRICULUM 2024-25

	AUTUMN		SPRING		SUMMER	
English	Stone Age Boy by Satoshi Kitamura	Stone Girl Bone Girl by Laurence Anholt	*Operation Gadgetman by Malorie Blackman	Journey by Aaron Becker Charlotte's Web by E B White	*Charlie and the Chocolate Factory by Roald Dahl	*The Light Thieves by Helena Duggan
Shared Reading	Mr Stink by David Walliams	Planet Omar, Accidental Trouble Magnet by Zanib Mian	Operation Gadgetman by Malorie Blackman	Charlotte's Web by E B White	Charlie and the Chocolate Factory by Roald Dahl	The Light Thieves by Helena Duggan
Maths	<b>Number:</b> Place Value  <b>Number:</b> Addition and Subtraction	<b>Number:</b> Addition and Subtraction  <b>Number:</b> Multiplication and Division	<b>Number:</b> Multiplication and Division  <b>Measurement:</b> Length and Perimeter	<b>Number:</b> Fractions  <b>Measurement:</b> Mass and Capacity	<b>Number:</b> Fractions  <b>Measurement:</b> Money  <b>Measurement:</b> Time	<b>Geometry:</b> Shape  <b>Statistics</b>
History	Changes in Britain from the Stone Age to the Iron Age begin		The Roman Empire and its impact on Britain begin		The Roman Empire and its impact on Britain finish  Revisit Changes in Britain from Stone Age to the Iron Age	
Geography	Map and fieldwork skills using human and physical geography		Counties and regions of the United Kingdom - UK Study		1. Revisit UK Study - human and physical features  2. OS Map skills and Fieldwork	
RE	Hinduism  Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  (6 or 8 sessions)	Christianity  What is the Trinity?  (6 sessions)	Christianity  Could Jesus really heal people? Were these miracles or is there some other explanation?  (6 sessions)	Christianity  Why do Christians call the day Jesus died 'Good Friday'?  (6 sessions)	Christianity  When Jesus left, what was the impact of Pentecost?  (6 sessions)	Hinduism  How can Brahman be everywhere and in everything?  (6 sessions)
Science	Rocks Animals, including humans Revisit Rocks (or alternative focus for insecure knowledge)		Forces and magnets Plants		Plants continued... Light	
ICT	Connecting computers	Stop-frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
Art	Drawing Block A Painting Block B		Printmaking Block C Textiles and collage Block D		3D Block E Creative Response Block F	
DT	Textiles Block A Food and Nutrition Block B		Mechanisms Block C Materials Block D		Food and Nutrition Block E Structures Block F	

PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Fundamentals Y3/4 Cricket Ball Skills Y3/4 Tennis		Gymnastics Football Swimming Dance		Swimming Rounders Swimming Athletics	
French	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Calendar and celebrations</b> (Bonfire colours, commands, days and months, Christmas)	<b>Animals I like and don't like</b> (Animal nouns, singular and plural, opinions, story)	<b>Carnival and using numbers</b> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<b>Fruits and vegetables, Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>Going on a picnic</b> (Picnic story, food items, polite request) <b>Aliens in France</b> (Explore France, ask and answer 'where do you live?') <b>Language Puzzle*</b>
Trips and Visits	Horniman Museum		London Zoo		Tate Britain Hindu temple - Neasden	
Whole class reading spine	The Iron Man, Cat Tales: Ice Cat, The Sheep-Pig, The Abominables, The Lion, the Witch and the Wardrobe, The Battle of Bubble and Squeak, Hansel and Gretel,					
Promotion of British Values SMSC	Mutual respect Tolerance of others with different faiths or beliefs		Mutual respect Tolerance of others with different faiths or beliefs		Mutual respect Tolerance of others with different faiths or beliefs	
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]					
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]					
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]					
Punctuation	Introduction to inverted commas to <b>punctuate</b> direct speech					
Spelling	Revision of work from years 1 and 2 Suffixes (-ed -ing -er -est -ment -ness -ful -less -ly -tion) Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words Words with the /ei/ sound spelt ei, eigh, or, ey The /ʌ/ sound spelt ou Words with endings sounding like /ɜə/ or /tʃə/ Possessive apostrophe with plural words Homophones and near homophones					
Terminology for pupil	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter					

	inverted commas (or 'speech marks')
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\*For detailed information regarding the NC for your year group, see separate panning documents.