

Year 3 Topic Overview



(2025 - 2026)




<u>T1 - Into the Rainforest</u>	<u>T2 - We Are Artists</u>	<u>J1 - Gruesome Gladiators</u>	<u>J2 - Rivers to Coast</u>	<u>C1 - Awful Egyptians</u>	<u>C2 - All the Fun of the Fair</u>
Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	English	English
Science	Science	Science	Science	Science	Science
Geography	Geography		Geography		
		History		History	History
Art	Art		Art		
		DT		DT	DT
	Computing	Computing			Computing
Religious Studies			Religious Studies	Religious Studies	Religious Studies
Music	Music	Music	Music	Music	Music
MFL	MFL	MFL	MFL	MFL	MFL
PE	PE	PE	PE	PE	PE



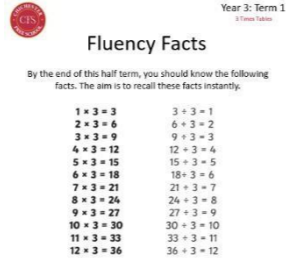

Year 3 Topic Overview (2025 - 2026)



PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
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Topic	 Into the Rainforest Temperance 1 (6 weeks)				
	Suggested Texts	English	Mathematics	Wider Curriculum <small>(Taken from Skills Progression Document)</small>	Enrichment



 <p>The Great Kapok Tree</p>  <p>There's a Rangtan in My Bedroom</p>	<p>Writing</p> <ul style="list-style-type: none"> To identify subjects and verbs. To write single clause sentences • To write multi-clause sentences To identify and use coordinating conjunctions <p>Reading</p> <ul style="list-style-type: none"> To predict what might happen from details stated and implied. To select and retrieve information from non-fiction texts To read books that are structured in different ways and for a range of purposes. <p>Writing outcomes:</p> <ul style="list-style-type: none"> Letter of persuasion to stop destroying rainforests for palm oil Setting description of the Rainforest Rainforest Animals Non-Chronological Report 	<p>Fluency Facts Focus: 3 times table</p>  <p>TTRS Booklet - 2,5,10's</p>  <p>Place value</p> <ul style="list-style-type: none"> To represent numbers to 100 and 1000. To partition numbers to 100 and 1000 • To use number lines to 100 and 1000 • To use 100 tens and ones. To identify 10 or 100 more or less. To estimate numbers on a number line To compare numbers to 1000 To order numbers to 1000 To count in 50s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> To apply number bonds within 10 To add and subtract 1s and 100s To be able to spot a mathematical pattern To add 1s across a 10 and 100 To subtract 1s and 10s across 10s and 100s To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers (across a 10 and 100) To subtract two numbers (across a 10 and 100) To add 2 digit and 3 digit numbers To subtract 2 digits from a 3 digit number. To estimate answers To use inverse operations 	<p>Science - Unit 1: Animals including humans</p> <ul style="list-style-type: none"> To be able to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To be able to identify that humans and some other animals have skeletons and muscles for support, protection and movement. To construct and interpret a variety of food chains, identifying producers, predators and prey <hr/> <p>Geography</p> <ul style="list-style-type: none"> To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. To locate the world's countries, using maps concentrating on their environmental regions. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts <hr/> <p>Art</p> <ul style="list-style-type: none"> To learn about and imitate great artists from History • To learn how to use pencil for different effects To record patterns and colours. To create a collaborative collage <hr/> <p>Religious Studies - Unit 1: Rules</p> <p>Learning focus: Five Pillars of Faith (Islam) Ten Commandments (Christianity and Judaism) Amritdhari (Sikhism) Jewish food laws 'Kashrut' (Judaism)</p> <ul style="list-style-type: none"> To be able to explain why the ten commandments are important to Christians and Jews. To be able to describe how different religions have different rules and routines. To be able to describe religious codes of conduct and rules for living. To be able to put into context how religious rules influence daily life. <hr/> <p>Music - (Music Express)</p> <p>Environment Musical focus: Composition Subject link: Geography</p> <ul style="list-style-type: none"> The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. <hr/> <p style="text-align: center;">Physical Education - Core and Games</p> <p>Real PE - CORE Unit 1: Personal Skills</p> <p>Fundamental Movement</p> <ul style="list-style-type: none"> Coordination - Footwork Static Balance - One leg <ul style="list-style-type: none"> To be able to use perseverance with a task and improve my performance through regular practice. To cope well and react positively when things become difficult. To begin to challenge myself. To know where I am with my learning. <p>GAMES - Tag Rugby</p> <ul style="list-style-type: none"> Move holding a rugby ball 	<p>Marwell Zoo Visit</p> <ul style="list-style-type: none"> Letter of persuasion. A3 Information page on Rainforest Animals Henri Rousseau inspired art.
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Year 3 Topic Overview (2025 - 2026)




			<ul style="list-style-type: none">• Know where to score a try and how to position the ball to score a try• Move into spaces to avoid defenders• Make a backward pass to team mates, using the direction most comfortable• Know to tag team mates when to defend• Move with speed (and change of) with the ball and without• Use speed and space to avoid defenders• Pass backwards and in both directions and sometimes on the move		
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			<ul style="list-style-type: none"> • Tag the person who has the ball, but can mark a player who doesn't have the ball • Begin to make a high pop pass to avoid a defender <hr/> <p>PSHE - Unit 1: Me and my relationships</p> <ul style="list-style-type: none"> • To explore why rules are different for different age groups, in particular for internet-based activities • To identify the different skills that people can bring to a group task <p>To consider others' points of view</p> <hr/> <p>MFL - Topic 1 - Phonic 1 (X) I am learning</p> <ul style="list-style-type: none"> • find France on a map and be able to recall at least 1 Francophone country. • use key greetings. • ask and answer the question 'How are you?' in French. • ask and answer the question 'What is your name?' in French. • count to 10 in French. • read, write, say and recognise 10 colours in French. 		
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Year 3 Topic Overview (2025 - 2026)



Topic	 <p>Artists</p>	<p>We Are Artists Temperance 2 (6 weeks)</p>			
Suggested Texts	English	Mathematics	Wider Curriculum <small>(Taken from Skills Progression Document)</small>	Enrichment	Suggested Outcomes



Thank You

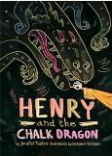


Little People, Big Dreams-



Frida Kahlo

Henry and the Chalk Dragon



Writing

- To identify and use prepositions.
- To fronted adverbials with commas
- To convey feelings
- To edit and improve a piece of writing
- To create settings, characters and plot in narratives.
- To use simple organisational devices in non-narrative material.
- To use subordinating conjunctions

Reading

- To draw inference justifying with evidence
- To use dictionaries to understand new vocabulary.
- To select and retrieve information from a text.

Writing Outcomes:

- A thank you poem for local workers
- A narrative (Graphic Novel)
- A biography about Frida Kahlo

Fluency Facts Focus: 4 times table

Year 3: Term 2

Fluency Facts

By the end of this half term, you should know the following facts. The aim is to recall these facts instantly.

1 x 4 = 4	4 + 4 = 1
2 x 4 = 8	8 + 4 = 2
3 x 4 = 12	12 + 4 = 3
4 x 4 = 16	16 + 4 = 4
5 x 4 = 20	20 + 4 = 5
6 x 4 = 24	24 + 4 = 6
7 x 4 = 28	28 + 4 = 7
8 x 4 = 32	32 + 4 = 8
9 x 4 = 36	36 + 4 = 9
10 x 4 = 40	40 + 4 = 10
11 x 4 = 44	44 + 4 = 11
12 x 4 = 48	48 + 4 = 12

TTRS Booklet -



Addition and Subtraction

- To apply number bonds within 10
- To add and subtract 1s and 100s
- To be able to spot a mathematical pattern
- To add 1s across a 10 and 100
- To subtract 1s and 10s across 10s and 100s
- To add two numbers (no exchange)
- To subtract two numbers (no exchange)
- To add two numbers (across a 10 and 100)
- To subtract two numbers (across a 10 and 100)
- To add 2 digit and 3 digit numbers
- To subtract 2 digits from a 3 digit number.
- To estimate answers
- To use inverse operations

Multiplication and division A

- To use arrays
- To understand and apply multiples of 2, 5 and 10
- To group and share multiples
- To multiply by 3
- To divide by 3
- To multiply by 4
- To divide by 4
- To multiply by 8
- To divide by 8

Science - Unit 2: Light

- To be able to recognise that they need light in order to see things and that dark is the absence of light.
- To be able to notice that light is reflected from surfaces
- To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object
- To be able to find patterns in the way that the size of shadows changes.

Geography

- To locate countries, using maps to focus on North America.
- To understand geographical similarities and differences through the study of human and physical geography
- To describe and understand key aspects of human geography including settlements, land use and food

Art

- To explore a range of artists' style, sharing opinions of their own and others work
- To practice and improve proportions when drawing
- To mark make with a range of media
- To take and edit photographs
- To improve their mastery of drawing and painting

Music - (Music Express)

Building

Musical focus: Beat

Subject link: DT

- The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.

Physical Education - Core and Games

Real PE - CORE Unit 2 - Social Skills

Fundamental Movement

- Dynamic Balance to Agility - Jumping and Landing
- Static Balance - Seated

- To help organise roles and responsibilities.
- To cooperated well with others and give helpful feedback.
- To be happy to show and tell others my ideas.
- To show patience and support others listening carefully to them about our work.

GAMES - Football

- Begin to dribble a ball making small touches
- Begin to send a football to someone on team.
- Keep a ball under control.
- Know where space is and try to move into it.
- Mark another player and defend when needed.
- Dribble with small touches into space.
- Send a football to someone on the team, using different parts of foot.
- Keep a ball under control when receiving a range of passes from team.
- Understand where the space is and can move into it.
- Mark another player and begin to attempt interceptions.

Pallant House Gallery visit

- A3 Graphic Novel
- Artwork for student art gallery.
- Biography about a famous artist
- A piece of music inspired by artwork.
- Thank you poem for local workers

Year 3 Topic Overview (2025 - 2026)




			<p>PSHE - Unit 2: Valuing differences</p> <ul style="list-style-type: none">• To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'• To recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.• To give examples of how to challenge another's viewpoint, respectfully.• To identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.• To suggest strategies for dealing with name calling (including talking to a trusted adult).• To explore why people, have prejudiced views and understand what this is.		
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Year 3 Topic Overview (2024 - 2025)



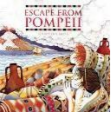


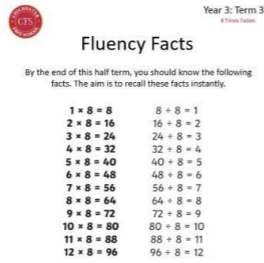

		<p>Computing - Unit 1: Computer Science</p> <ul style="list-style-type: none">• To begin to solve problems by decomposing them into manageable chunks.• To recognise and use a series of input and output with increased confidence e.g, WeDo kit.• To recognise that some devices can use a combination of both input and output devices.• To create simple algorithms for a sprite/piece of hardware with an intended outcome in mind.• To use logical reasoning to explain how some simple algorithms work and to detect and rectify errors in algorithms. <hr/> <p>MFL - Topic 2 - Les légumes (Vegetables)</p> <ul style="list-style-type: none">• Name, recognise and recall from memory up to 10 vegetables in French.• Attempt to spell some of these nouns with their plural article/determiner.• Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.	
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Topic	 Gruesome Gladiators Justice 1 (6 weeks)				
Suggested Texts	English	Mathematics	Wider Curriculum <small>(Taken from Skills Progression Document)</small>	Enrichment	Suggested Outcomes

Year 3 Topic Overview (2024 - 2025)



<p>Escape from Pompeii</p>  <p>Pompeii</p> <p>First News</p>  <p>My Family and other Romans</p> 	<p>Writing</p> <ul style="list-style-type: none"> To identify and use tenses (past/present/future/ continuous) To use the present perfect form of verbs. To use contractions To use inverted commas to punctuate direct speech. To use and organise paragraphs <p>Reading</p> <ul style="list-style-type: none"> To check that the text makes sense, discussing the understanding and the meaning of words in context. To ask questions to improve their understanding of a text. To make inferences from a text To identify how language, structure, and presentation contribute to meaning To discuss words and phrases which capture the reader's interest and imagination <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Diary entry Newspaper report 	<p>Fluency Facts Focus: 8 times table</p>  <p>TTRS Booklet - 4's</p>  <p>Multiplication and division B</p> <ul style="list-style-type: none"> To understand and apply multiples of 10 To multiply a 2 digit by a 1 digit number To multiply a 2 digit by 1 digit number with exchange To divide a 2 digit by a 1 digit number To divide a 2 digit by a 1 digit number with partition. To divide a 2 digit by a 1 digit number with remainder To scale answers. <p>Length and perimeter</p> <ul style="list-style-type: none"> To measure in meters and centimeters To measure perimeter To calculate perimeter To measure in millimeters To find equivalent lengths in meters, centimeters and millimeters. To compare lengths To add lengths To subtract lengths 	<p>Science - Unit 3: Rocks</p> <ul style="list-style-type: none"> To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock To be able to recognise that soils are made from rocks and organic matter <hr/> <p>History</p> <ul style="list-style-type: none"> To study the history of Chichester To study the Roman Empire and its impact on Britain To understand that changes occur over time. To explore main events and changes in history, giving causes and consequences To independently suggest sources of evidence to answer their questions To give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes To describe how past events and actions of people affect life today. To use subject related vocabulary: during, chronology, era, dates, time period, change <hr/> <p>Design Technology</p> <ul style="list-style-type: none"> To research and develop a design for a functional and appealing product To select and use a range of equipment to cut and join fabrics To practice and improve sewing skills <hr/> <p>Music - (Music Express)</p> <p><u>Time</u> Musical focus: Beat Subject link: Mathematics</p> <ul style="list-style-type: none"> The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance. <hr/> <p>Physical Education - Core and Games</p> <p>Real PE - CORE Unit 3 - Cognitive</p> <p><u>Fundamental Movement</u></p> <ul style="list-style-type: none"> Dynamic Balance - On a line Coordination - Ball Skills <ul style="list-style-type: none"> To be able to identify specific parts of the performance to work on. To be able to understand ways (criteria) to judge performance. To have begun to identify areas for improvement. To be able to explain what I am doing well. <p>GAMES - Tennis</p> <ul style="list-style-type: none"> Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc) Tap the ball back and forth to partner Stand in a ready position holding racquet correctly Change from a ready position before tapping the ball to a partner Begin to know what it means by a forehand and backhand position Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed 	<p>Roman dress up day Fishbourne Roman Palace</p> <ul style="list-style-type: none"> Diary Entry Newspaper Report Roman Foods Exploding Roman books - Romans and Chichester
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			<p>PSHE - Unit 3: Keeping myself safe</p> <ul style="list-style-type: none">• To demonstrate strategies for dealing with a risky situation.• To give examples of strategies for safe browsing online.• To understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <hr/> <p>Computing - Unit 2: Information Technology</p> <ul style="list-style-type: none">• To continue to make independent choices about the best piece of software/hardware that can be used to achieve a specific outcome, thinking about different target audiences.• To explore how the internet works		
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Year 3 Topic Overview (2024 - 2025)



		<ul style="list-style-type: none">• To continue to explore a variety of different publishing options for completed work e.g. video presentations using a green screen.• To use screenshots as a way of recording information that can be used at a later date.• To access and navigate eBooks.• To begin to copy and paste images from websites and other sources• To type with increased accuracy, using both hands with increased confidence.• To use specific editing tools to enhance outcomes including using underline, bold and italic effects.• To begin to explore and develop an understanding of publishing opportunities including blogs, eBooks, videos and websites.• To use SEESAW to comment on friends work as a peer assessment tool. <hr/> <p>MFL - Topic 3 - Les fruits (Fruits)</p> <ul style="list-style-type: none">• Name, recognise and remember up to 10 fruits in French.• Attempt to spell some of these nouns with their correct article/ determiner.• Ask somebody in French if they like a particular fruit.• Say what fruits we like and dislike in French.	
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Year 3 Topic Overview (2024 - 2025)



Topic		Rivers to Coast Justice 2 (5 weeks)			
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes

Year 3 Topic Overview (2024 - 2025)



 <p>Be the change: poems to help you save the world</p>  <p>The Rhythm of the Rain</p> <p>Plastic Tat</p>  <p>Kids Fight Plastic: How to be a #2minute superhero</p> 	<p>Writing</p> <ul style="list-style-type: none"> To use figurative language (similes, personification and metaphors) To assess the effectiveness of my own and others' writing. To explore the grammatical difference between plural and possessive -s To identify and use apostrophes (possession for single and plural and revisit contractions) <p>Reading</p> <ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarise these. To recognise some different forms of poetry (for example free verse, narrative poetry) To prepare poems to read aloud and perform, showing understanding through intonation tone, volume and action. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Persuasive speech on plastic pollution. River cycle narrative Pollution Poetry 	<p>Fluency Facts Focus: 2,3,4,5,8 and 10 times table</p>  <p>TTRS Booklet - 8's</p>  <p>Fractions A</p> <ul style="list-style-type: none"> To understand the denominators of unit fractions To find equivalent fractions as bar models. To compare and order unit fractions To understand the numerators of non-unit fractions To understand the whole To compare and order non-unit fractions To understand fractions and scales To place fractions on a number line To count in fractions on a number line To find equivalent fractions on a number line <p>Mass and capacity</p> <ul style="list-style-type: none"> To use scales To compare capacity and volume To add and subtract capacity and volume To measure mass in grams and kilograms To identify equivalent masses in grams and kilograms To compare mass To measure capacity and volume in liters and milliliters To find equivalent capacity and volume in liters and millimeters 	<p>Science - Unit 4: Plants</p> <ul style="list-style-type: none"> To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant To be able to investigate the way in which water is transported within plants To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <hr/> <p>Geography</p> <ul style="list-style-type: none"> To identify human and physical characteristics of the United Kingdom, including key topographical features (hills, mountains, coasts and rivers). To describe and understand key aspects of physical geography, including the water cycle <hr/> <p>Art</p> <ul style="list-style-type: none"> To explore mixing, matching and blending colours using paint To know complimentary colours and use within their art To cut and weave selected materials To know about a range of art forms <hr/> <p>Music - (Music Express)</p> <p><u>In the past</u> Musical focus: Pitch Subject link: PE</p> <ul style="list-style-type: none"> The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. <hr/> <p style="text-align: center;">Physical Education - Core and Games</p> <p>Real PE - CORE Unit 4 - Creative</p> <p>Fundamental Movement</p> <ul style="list-style-type: none"> Coordination - Sending and Receiving Counter Balance - With a Partner To be able to link actions and develop sequences of movements that express my own ideas. To be able to change tactics, rules or tasks to make activities more fun or more challenging. To be able to respond differently to a variety of tasks. To be able to make up my own rules and versions of activities. <p>GAMES - Rounders</p> <ul style="list-style-type: none"> Be able to play simple rounders games Apply rules to games Develop and use simple rounders skill Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context • Identify different positions in rounders and the roles of those positions <hr/> <p>PSHE - Unit 4: Rights and responsibilities</p> <ul style="list-style-type: none"> To recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. To suggest ways, they can help these people 	<p>Beach walk</p> <p>RNL - Water safety visit</p> <ul style="list-style-type: none"> Persuasive speech River cycle narrative River cycle model Pollution Poetry
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			<ul style="list-style-type: none">• To plan, draft and publish a recount using the appropriate language.• To suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)• To understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <hr/> <p>Religious Studies - Unit 2 Messengers</p> <p><u>Learning focus:</u></p> <ul style="list-style-type: none">• Angels sending news at Christmas (Christianity)• Prophets (Islam)		
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Year 3 Topic Overview (2024 - 2025)



- To be able to describe how messengers are used in society today.
- To be able to explain how angels are represent messengers in the bible.
- To be able to understand the significance of Prophets in the Islamic faith.
- To be able to recognise links between messengers in different religions.

MFL - Topic 4 - Les glaces (KS2)

- I can repeat and recognise most of the 10 ice-cream flavors as presented in this unit.
- I can attempt to possibly spell 5 of these ice-cream flavors in French unaided from memory with good accuracy.
- I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first.
- I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.
- I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first.



Topic	 <p>Awful Egyptians Courage 1 (6 weeks)</p>						
Suggested Texts	English	Mathematics	Wider Curriculum <small>(Taken from Skills Progression Document)</small>	Enrichment	Suggested Outcomes		

Year 3 Topic Overview (2024 - 2025)



So, You Think You've Got it Bad?



Marcy and the Riddle of the Sphinx



Secrets of a



Sun King

Writing

- To use organised headings and paragraphs
- To use fronted adverbials to vary sentences
- To use technical vocabulary about the Egyptians
- To use subordinating conjunctions to explain information

Reading

- To select and retrieve information from a text
- To make predictions

Writing Outcomes:

- A non-chronological report
- Narrative writing

Fluency Facts Focus: Number bonds to 100

TTRS Booklet - 3, 4, 8's



Fractions B

- To add unit fractions
- To subtract unit fractions
- To partition the whole
- To find unit fractions of a set of objects
- To find non-unit fractions of a set of objects
- To reason with fractions of an amount.

Money

- To identify pounds and pence
- To convert pounds and pence
- To add money
- To subtract money
- To find change

Time

- To read roman numerals to 12
- To identify minutes and seconds on a clock
- To identify units of time
- To solve problems with time
- To tell the time to 5min intervals
- To tell the time to a minute
- To read time on a digital clock
- To use am and pm
- To identify years, months and days
- To use hours and minutes to describe duration.

Science - Unit 5: Forces and magnets

- To be able to compare how things move on different surfaces
- To be able to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- To be able observe how magnets attract or repel each other and attract some materials and not others
- To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- To be able to describe magnets as having 2 poles
- To be able to predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

History

- To study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- To give reasons why separate versions of the same event may differ in the accounts
- To independently suggest sources of evidence to answer their questions
- To give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes
- To describe how past events and actions of people affect life today.
- To use subject related vocabulary: during, chronology, era, dates, time period, change
- To understand that changes occur over time. Add evidence and dates to timeline to represent this

Design Technology

- To investigate and analyse a range of existing products
- To refine methods and design as learning progresses, constantly reassessing their designs
- To understand and use mechanical systems in their products (simple levels and sliders)

Music - (Music Express)

Ancient Worlds

Musical focus: Structure

Subject link: History

- Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato.

Physical Education - Core and Games

Real PE - CORE Unit 5 - Physical

Fundamental Movement

- Agility - Reaction/Response
- Static Balance - Floor Work
- To be able to link actions together so that they flow.
- To be able to perform a variety of movements and skills with good body tension.
- To be able to select and apply a range of skills with good control and consistency.
- To be able to perform and repeat longer sequences with clear shapes and controlled movement.

GAMES - OAA

- Orientate simple maps and plans
- Mark control points in correct position on map or plan Find way back to a base point
- Co-operate and share roles within a group
- Listen to each other's ideas when planning a task and adapt
- Take responsibility for a role within the group
- Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe

Portals to the past workshop - Egyptology

- Non-chronological report
- Narrative writing
- Canopic Jars
- Hieroglyphic Names/Lanyards



			<ul style="list-style-type: none">• Select appropriate equipment/route/people to solve a problem successfully • Choose effective strategies and change ideas if not working <hr/> <p>PSHE - Unit 5: Being my best</p> <ul style="list-style-type: none">• To suggest medical and non-medical ways of treating an illness.• To make recommendations, based on their research.• To explain why some groups of people are not represented as much on television/in the media.• To recognise their own skills and those of other children in the class.		
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Year 3 Topic Overview (2024 - 2025)



Religious Studies - Unit 3 Welcoming and belonging

Learning focus:

Baptism (Christianity)

Naam Karan (Sikhism)

What does it mean to belong to a religious community?

- To be able to describe what it means to belong to a religious community.
- To be able to explain what happens in baptism and what they symbolize in Christianity.
- To be able to describe what happens at a Naam Karan ceremony.
- To be able to make comparisons between welcoming ceremonies in different religions.

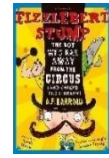
MFL - Topic 5 - Ma famille (My Family)

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age and relationship.
- Count up to 100 in French.
- Understand possessive adjectives better in French ('my' form only).



Topic	 All the Fun of the Fair Courage 2 (6 weeks)					
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression Document)		Enrichment	Suggested Outcomes

Year 3 Topic Overview (2024 - 2025)



Fizzlebert Stump, The Boy who Ran Away from the Circus



Barnum and Bailey Advertisement

Writing

- To identify and use relative pronouns
- To use embedded clauses
- To discuss writing similar to which they are planning to write and learn from its structure, vocabulary and grammar.
- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

Reading

- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- To identify themes and conventions in a wide range of books.

Writing Outcomes:

- Advertisement
- Narrative

Fluency Facts Focus: Unit of time

Year 3: Term 6

Fluency Facts

By the end of this half term, you should know the following facts. The aim is to recall these facts instantly.

60 seconds = 1 minute	30 days has September, April, June and November. All the rest have 31, Excepting February alone, Which only has 28 days clear, And 29 in each leap year.
60 minutes = 1 hour	
24 hours = 1 day	
7 days = 1 week	
365 days = 1 year	
52 weeks = 1 year	
10 years = 1 decade	
100 years = 1 century	

You should also be able to apply these facts to solve scaling questions, such as how many minutes are in 2 hours.

TTRS Booklet -



11's

Time

- To read roman numerals to 12
- To identify minutes and seconds on a clock
- To identify units of time
- To solve problems with time
- To tell the time to 5min intervals
- To tell the time to a minute
- To read time on a digital clock
- To use am and pm
- To identify years, months and days
- To use hours and minutes to describe duration.

Shape

- To identify turns and angles
- To make 3D shapes
- To identify right angles
- To measure and draw accurately
- To use horizontal and vertical language accurately.
- To identify parallel and perpendicular lines
- To recognise and describe 2D shapes
- To draw polygons
- To recognise and describe 3D shapes

Statistics

- To interpret pictograms
- To draw pictograms
- To interpret bar charts
- To draw bar charts
- To collect and represent data
- To draw and understand two-way tables

Science - Review Year 3 Learning

- To review all Y3 topics - Test style questions and additional practical(s)

History

- To know about a significant turning point in British history
- To study historical change in a local area
- To develop a chronologically secure knowledge and understanding of local history
- To describe similarities and differences within history

Design Technology

- To select from and use a range of equipment and ingredients, according to the functional and aesthetic qualities
- To generate and communicate their designs through discussion and annotated sketches.
- To prepare and cook a savory dishes using a range of cooking techniques

Music - (Music Express)

Food and Drink

Musical focus: Performance

Subject link: DT

- A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!

Physical Education - Core and Games

Real PE - CORE Unit 6 - Physical

Fundamental Movement

- Agility - Ball Chasing
- Static Balance - Stance

- To be able to describe the basic fitness components.
- To be able to explain how often and how long I should exercise to be healthy.
- To be able to explain why we need to warm up and cool down.
- To be able to describe how and why my body changes during and after exercise.

GAMES - Athletics

- Run in different directions and at different speeds, using a good technique.
- Choose and understand appropriate running techniques.
- Improve throwing technique.
- Reinforce jumping techniques.
- Understand the relay and passing the baton.

PSHE - Unit 6: Growing and changing

- To understand the term 'body/personal space' and rehearse strategies for when someone is inappropriately in their body space.
- To identify different types of relationships and know what makes a positive, healthy relationship.
- To know that a baby comes from the joining of an egg and sperm.

Religious Studies - Unit 4 Special books and sacred texts

- Funfair Rides/ Mechanical Toys (Pulleys and levers)
- Advertisement
- Narrative

Year 3 Topic Overview (2024 - 2025)



			<p><u>Learning focus:</u> Bible (Christianity) Guru Granth Sahib (Sikhism) Holy Scriptures (Hinduism) The Quran (Islam)</p> <ul style="list-style-type: none">• To be able to describe how sacred religious texts are regarded, handled and read by the members of faith groups.• To be able to explain how religious groups show respect for their sacred texts.• To be able to identify the religious texts for different religions.• To be able to make comparisons between how different faith groups show respect for their sacred texts.		
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Year 3 Topic Overview (2024 - 2025)



			<p>Computing - Unit 3: Digital Literacy and E-Safety</p> <ul style="list-style-type: none">• To type with increased accuracy, using both hands with increased confidence.• To print a webpage.• To continue to use subject specific vocabulary when discussing and communicating ideas.• To understand and demonstrate ways of reducing risk and staying safe online.• To understand that a trusted adult needs to know what they are doing online.• To understand how to report concerns including online bullying.• To understand how to keep our identities safe online by creating appropriate usernames.• To know how to create a strong password that can be used online and how to keep this private.• To understand what online content is age-appropriate for LKS2 e.g. online games. <hr/> <p>MFL - Topic 6 - Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)</p> <ul style="list-style-type: none">• Listen attentively to a whole familiar fairy tale in French.• Remembering new language using picture, word and phrases cards.• Improve gist reading and gist listening skills.• Attempt to re-tell a familiar fairy tale in French using a mini book for support.		
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