



Curriculum Planner

Term: Autumn 1 2025

Year: 3

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Koinonia	Democracy

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Vocabulary focus linked to: • History: Britain through the ages (Stone Age, Bronze Age and Iron Age) • Science: Animals including humans • RWV: The Creation story • Class reader and reading for pleasure. • Global learning: Picture News. • Music –a range of different types at the start of Collective Worship. 	<ul style="list-style-type: none"> • Koinonia– Collective worship focus. • Class collective worship book. • Range of visitors from different Christian faith groups to Worship. • Class reflection area. • Gardening and outdoor learning. • Cultural capital. • Litter picking. 	<ul style="list-style-type: none"> • Classroom routines and behaviours. • Class charter. • Computing – online safety. • PSHE/RSE – Links to healthy relationships. • Looking at food groups and nutrition in science. • PE lessons and why we need to exercise. • Thoughts and questions box in the classroom. • Music from different periods of time. • Golden Mile.

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Reading objectives:</u></p> <p><u>Vocabulary</u> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p><u>Retrieve</u> Retrieve and record information from non-fiction.</p> <p><u>Prediction</u> Predicting what might happen from details stated and implied.</p> <p><u>Summarising</u> identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p><u>Writing objectives:</u> Writing to Inform: Write and evaluate a range of instructions.</p> <p><u>‘How to Wash a Woolly Mammoth’</u></p>	<p><u>Number: Place Value</u></p> <p>Hundreds.</p> <p>Represent numbers to 1,000.</p> <p>100s, 10s and 1s</p> <p>Number line to 1,000.</p> <p>Find 1, 10, 100 more or less than a given number.</p> <p><u>Number: Addition & Subtraction</u></p> <p>Add and subtract multiples of 100.</p> <p>Add and subtract 3-digit numbers and ones – not crossing 10.</p> <p>Add 3-digits and 1-digit numbers – crossing 10.</p> <p>Subtract a 1-digit number from a 3-digit number – crossing 10.</p> <p>Add and subtract 3-digit numbers and tens – not crossing 100.</p> <p>Add and subtract 3-digit numbers and tens – crossing 100.</p>	<p><u>Animals, including humans:</u></p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Working scientifically:</u></p> <p>Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p>Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. Research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>Influential scientist: Marie Maynard Daly.</p> <p>Inspirational careers: Zoologist: Jack Sharkey.</p>

Using simple organisational devices e.g., headings, sub-headings, bullet points and numbering.

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Using story mountains, planning templates, visual planning templates or flow charts to map out what they will write about.

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.

Editing grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proofread for spelling and punctuation errors.

SPAG objectives:

Objectives to be taught through explicit teaching and Active English in addition to recall of previous objectives through Active English:

Imperative verbs recap and commands from Year 2.

Conjunctions to create compound sentences – For, and, nor, but, or, yet, so.

Use 'a' and 'an' correctly.

<p>Use conjunctions, adverbs and prepositions to express time and cause. Adverb openers e.g. How did the character move? How did the character move? S is not added if the plural already ends in s but is added if the plural is irregular e.g., children's. Possessive apostrophe with plural nouns – the apostrophe is placed after the plural form of the word e.g., girls', boy's and babies.</p> <p><u>Spelling objectives:</u> The prefix- anti as in anticlockwise. The suffix –ly.</p>		
<p><u>Religion and World Views</u></p> <p><u>What do Christians learn from the Creation story?</u></p> <p>Know and understand the Creation story. Write a set of instructions for Christians on how to look after the planet. Understand what is important about the Creation story for Christians. Understand the idea that people can be both good and bad. Understand how 'The Fall' changed the relationship between God and humanity.</p>	<p><u>History</u></p> <p><u>Changes in Britain from the Stone Age to the Iron Age (8-10,000 BC – 4000 BC)</u></p> <p>Know and understand what humans needed to survive in the Stone Age. Create a timeline showing events in the Stone Age. Find out about Skara Brae. Know and understand what copper mining meant to the people of the Bronze Age. Find out about Stonehenge. Understand how and why hillforts were developed in the Iron Age.</p>	<p><u>Physical Education</u></p> <p><u>Gymnastics</u></p> <p>Perform a sequence with different types of rolls. Perform jumps from low apparatus. Perform with a partner. Move with fluency.</p>
<p><u>Design and Technology</u></p> <p><u>Linkage and Levers (making a moving toy)</u></p> <p>Investigate and evaluate real-life products. Create a prototype. Create a design brief. Design a moving toy using linkages and levers.</p>	<p><u>Music</u></p> <p><u>Charanga: Let your spirit's fly</u></p> <p>RnB music. Listening and responding to a range of songs. Composition.</p>	<p><u>PSHE/RSE</u></p> <p><u>Relationships/emotions</u></p> <p>What makes someone special? Understand how and why we feel guilty. Say when we might feel guilty.</p>

Evaluate the finish product against the design brief.	Share and perform.	Understand that we each have a responsibility to make choices (good or bad). Understand how we might hurt other's feelings.
<p align="center"><u>Computing – Purple Mash</u></p> <p align="center"><u>Purple Mash: Online Safety (Unit 3.2)</u></p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p> <p align="center"><u>Touch Typing (Unit 3.4)</u></p> <p>Introduce typing terminology. Understand the correct way to sit at the keyboard. Learn how to use the home, top and bottom row keys. Practice typing with the left and right hand.</p>	<u>SMSC</u>	<u>Language of the Moment / French</u>
	Social: sense of belonging, responsibilities and rights of being members of a community (global learning).	Language of the moment when answering the register.
	Moral: understanding the difference between right and wrong – classroom charter, behaviour chart and expectations now in LKS2.	<u>Scheme – Language Angels</u>
	Spiritual: developing a sense of self and understanding of own and others unique potential (PSHE/RSE).	Numbers 0-10. Colours. Greetings – hello, goodbye, asking and saying how are you.
	Cultural: British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain.	

<p><u>Parental engagement:</u></p> <p>Photographs will be put on the school website and Facebook or twitter to keep parents informed about their children's learning.</p>	<p><u>Visits and visitors:</u></p> <p>TBC</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader and books linked to cultural diversity. Reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time. Valuing the diverse culture and languages that the children bring to Year 3, including language of the month. Year 3 outside areas to care for (gardening) and reflect in.</p>	<p><u>Global Learning:</u></p> <p>Language of the month during registration. Reading a range of books linked to different global themes. Global learning links through Picture News, the curriculum and issues raised by the pupils. News Round online: daily news for children covering global issues.</p>

Caring for the environment and each other:

Recycling paper in the classroom.

Litter picking on the playground.

Taking care of the plants in the classroom and the outside area and keeping it clean and tidy as a workspace.

Gardening in the Year 3 garden.

Use of Artificial Intelligence:

Computing - Touch typing.

Religion and Worldviews- Google Earth to explore the world most Christians believe God created.

Outdoor Learning:

Recognising place value 100s, 10s, 1s.

Understand and name the bones in a human skeleton.

Make a Stone Age shelter to show that they were a nomadic people.

Selection of fiction and non-fiction books to promote reading for pleasure.

Stone Age cave drawings with wax crayons and charcoal.