

Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> ➤ Myths and legends – typical features ➤ Reading, writing and performing poetry with a focus on vocabulary and language 	<ul style="list-style-type: none"> ➤ Adventure stories – typical features, story structure and planning ➤ Non-chronological report 	<ul style="list-style-type: none"> ➤ Stories by the same author – author's style, character and setting description ➤ Instructions
Throughout Y3: Recounts (including news writing)			
Maths	<i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes), statistics		
Religious Education	<ul style="list-style-type: none"> ➤ What is the Bible's Big Story? ➤ Christmas: How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? 	<ul style="list-style-type: none"> ➤ <u>World Faith: Judaism:</u> What does it mean to be Jewish? ➤ Easter: Who is the most important person in the Easter story? 	<ul style="list-style-type: none"> ➤ <u>World Faith: Buddhism</u> – What did the Buddha teach his followers about life? ➤ Who is Jesus? (I am statements)
Science	<i>Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills</i>		<ul style="list-style-type: none"> ➤ Plants ➤ Animals, including humans ➤ Rocks ➤ Light ➤ Forces and magnets
Art and Design <small>examples of practical knowledge with theoretical knowledge links in brackets</small>	<ul style="list-style-type: none"> ➤ <i>Explore shading techniques and begin to use shading techniques and different lines</i> 	<ul style="list-style-type: none"> ➤ <i>Use paper forms to make a 3D relief surface and transfer a 2D design to 3D artefact; combine visual and tactile qualities to create collage (Ancient Egyptian masks)</i> 	<ul style="list-style-type: none"> ➤ <i>Understand tint and tone through practical experience and explore application of different paints using a range of techniques (e.g. watercolour illustrations by Quentin Blake)</i>
Computing Computer Science/ Coding Digital Literacy <small>Information Technology (examples)</small>	<ul style="list-style-type: none"> ➤ Rodocodo; J2Code 	<ul style="list-style-type: none"> ➤ Creating media: stop frame animation 	<ul style="list-style-type: none"> ➤ Scratch Jr: Events and actions in programs
<ul style="list-style-type: none"> ➤ safe searching, reliability of online information (fact and opinion); understanding of persuasion techniques online; how to ask for help/support 			
<ul style="list-style-type: none"> ➤ <i>leaflet (Geography) (Purple Mash/docs)</i> 		<ul style="list-style-type: none"> ➤ <i>quiz (History) (Purple Mash)</i> 	<ul style="list-style-type: none"> ➤ <i>Data/graph (Science) (Purple Mash)</i>
Design and Technology <small>(examples)</small>	<ul style="list-style-type: none"> ➤ Mechanical systems: levers and linkages; pneumatics (<i>Christmas cards</i>) 	<ul style="list-style-type: none"> ➤ Healthy and varied diet, origins of our food (<i>bread making; cookery school visit</i>) 	<ul style="list-style-type: none"> ➤ Frame structures - supported (<i>plant obelisks</i>)
Geography	<ul style="list-style-type: none"> ➤ What is the human and physical geography of the SE region of the UK (including London)? 	<i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects.</i>	
History	<ul style="list-style-type: none"> ➤ What do we know about the achievements of the Earliest Civilizations (including Ancient Egypt in detail)? Visit to British Museum ➤ Are there historically significant buildings and people in our local area? (<i>North End Tube Station</i>) 		
PSHE and Citizenship	<u>Positive relationships and diversity</u> <ul style="list-style-type: none"> ➤ Recognising and responding to feelings ➤ Confidentiality and secrets ➤ Difference and diversity 	<u>Keeping safe and healthy</u> <ul style="list-style-type: none"> ➤ What positively and negatively affects their physical and mental health ➤ Informed choices; a balance lifestyle ➤ Balanced diet ➤ Hygiene routines 	<u>Living in the wider world</u> <ul style="list-style-type: none"> ➤ Topical issues – research, get involved ➤ Resources – how are they allocated and equity and sustainability issues ➤ Responsibilities (at home, school in community, environment)
Languages (French)	<ul style="list-style-type: none"> ➤ <i>Content examples: all about me, food and drink, home, animals, my town, world around me/my body</i> ➤ Respond to simple questions; listen to stories; read some key vocabulary; copy and label accurately 		
Music	<ul style="list-style-type: none"> ➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Mozart, Chic, Handel and A.R. Rahman. ➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing); play pieces, as an ensemble, including: <i>We Will Rock You</i> by Queen & <i>Three Little Birds</i> by Bob Marley. 		
Physical Education	<ul style="list-style-type: none"> ➤ Skills development leading to invasion games ➤ Gymnastics 	<ul style="list-style-type: none"> ➤ Health and Fitness/Gymnastics ➤ Skills development/ Dance ➤ Swimming (intensive course) 	<ul style="list-style-type: none"> ➤ Athletics including cross country ➤ Skills development leading to striking and fielding and racket games

Example curriculum links in Year 3

Ancient Egypt	Light
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- History: Earliest civilizations: Ancient Egypt
- English: Letters to Howard Carter
- Maths: hieroglyphic code cracking
- Art: Ancient Egyptian Pharaoh masks, printing of hieroglyphs
- Computing (information technology): 2publish leaflet
- Music: songs about Ancient Egypt

- Science: Light
- English: fact pages about the Sun
- Computing (information technology): fact pages
- Maths: reflection

Roald Dahl

- English: stories by the same author, descriptions, alternative endings
- Art: water colour paintings inspired by Quentin Blake