

**Longlands Primary School and Nursery**  
**Year 3 Curriculum**



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Whole school explore and engage unit:</b> <b>Hermelin</b> - By Mini Grey</p> <p><b>Narrative:</b> <b>Mini Rabbit not lost</b> - by John Bond</p> <p><b>Poetry:</b> <b>Words Are Ours'</b> by Michael Rosen &amp; <b>'The Magic Box'</b> by Kit Wright</p>	<p><b>Fables:</b> <b>The Koala who Could; The Squirrels that Squabbled; The Lion Inside</b> - by Rachel Bright and Jim Field</p> <p><b>Non- Chronological Report:</b> <b>Incredible Jobs You've (Probably) Never Heard Of</b> - by Natalie Labarre</p>	<p><b>Whole school explore and engage unit:</b> TBC</p> <p><b>Narrative (Setting and dialogue):</b> <b>Alice's Adventures in Wonderland</b> - by Lewis Carroll (version by Jeanne Willis and Ross Collins)</p> <p><b>Persuasive Speeches:</b> <b>Stella and the Seagull</b> - by Georgina Stevens and Izzy Burton</p>	<p><b>Personal Narrative (memoir):</b> <b>Jabari Jumps</b> - by Gaia Cornwall; <b>Ralph Tells a Story</b> - by Abby Hanlon; <b>The Proudest Blue</b> - by Ibtihaj Muhammad and S.K. Ali</p> <p><b>Poetry - Calligrams:</b> <b>Love that Dog</b> - by Sharon Creech</p>	<p><b>Whole school explore and engage unit:</b> TBC</p> <p><b>Persuasive Letters:</b> <b>Speak Up! Look Up! Clean Up!</b> - by Nathan Bryon and Dapo Adeola</p> <p><b>Instructions:</b> <b>Instructions</b> - by Neil Gaiman and <b>Charles Vess Wolf in the Snow</b> - by Matthew Cordell</p>	<p><b>Non- Chronological Report:</b> <b>A Year Full of Celebrations and Festivals from Around the World</b> - by Claire Grace and Christopher Corr</p> <p><b>Narrative:</b> <b>The Iron Man</b> - by Ted Hughes</p> <p><b>Poetry - Take One Poet: Poems Aloud; Smile Out Loud</b> - by Joseph Coelho</p>
Maths	<p><b>Place value</b> Numbers up to 1000</p> <p><b>Mental fluency</b></p> <p><b>Formal written methods</b> addition and subtraction</p>	<p><b>Statistics</b> Interpreting bar charts and tables</p> <p><b>Geometry</b> Angles, Right Angles Perpendicular and Parallel Lines, Vertical and Horizontal Lines 2-D Shape Perimeter</p>	<p><b>Multiplication and division</b></p> <p><b>Statistics</b> Pictograms and bar charts</p> <p><b>Fractions</b> Finding Fractions of Discrete and Continuous Quantities</p>	<p><b>Fractions</b> Ordering and comparing fractions Adding and subtracting fractions</p> <p><b>Multiplication</b> Multiples of 10 Formal written method</p>	<p><b>Division</b> Dividing 2 and 3 digits by 1 digit number</p> <p><b>Time</b> Telling the time in analogue and digital Durations of time</p>	<p><b>Place value</b> Decimals</p> <p><b>Measure</b> Measuring and problem solving</p> <p><b>Geometry</b> 3D shape</p>
Science						

	<b>Forces and magnets</b>		<b>Healthy eating, Healthy bodies</b>	<b>Investigating plants</b>	<b>Rocks, fossils, soil</b>	<b>Light and shadows</b>
<b>Computing</b>	<b>Purple Mash</b> 3.1 Coding 3.2 Online Safety 3.3 - Spreadsheets		<b>Purple Mash</b> 3.4 – Touch Typing 3.5 – Email 3.6 – Branching Databases		<b>Purple Mash</b> 3.7 – Simulations 3.8 – Graphing 3.9 – Presenting (Google Slides) 3.10 – Micro:bits	
<b>History</b>		<b>Victorians</b>  Local history and Victorians – Christmas		<b>Stone age</b>  Changes in Britain.		<b>Bronze age – Iron age</b>  Changes in Britain.
<b>Geography</b>	<b>Rivers and the water cycle</b>  Distribution of natural resources water and energy.		<b>Thames Basin</b>  Local region – Thames Basin Distribution of natural resources water and energy.		<b>Settlement</b>  Types of settlement and land use Using maps and photos	
<b>Art</b>		<b>Stamps</b>  Look at the history of the Penny Black. Create a modern stamp. Skills: drawing, printing.	<b>Landscapes</b>  Skills: drawing, painting.	<b>Create cave art</b>  Skills: printing, considering appropriate tools.		<b>Create a prehistoric pot</b>  Skills: sculpture Design, make and evaluate.
<b>D.T</b>	<b>Design a bridge</b>	<i>Investigate how to join fabrics - TBC</i>			<b>Prehistoric food</b> Compare the prehistoric diet to the modern day menu.	
<b>P.S.H.E</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

<b>R.E</b>	<p><b>Pilgrimage to the River Ganges</b></p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism/Sanatana Dharma</p>	<p><b>Christmas</b></p> <p>Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Jesus' Miracles</b></p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Easter – Forgiveness</b></p> <p>What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Hindu Beliefs- aspects of one supreme being</b></p> <p>What do some deities tell Sanatanis about God?</p> <p><b>Religion:</b> Hinduism/Sanatana Dharma</p>	<p><b>Belief into action</b></p> <p>What is the best way for a Sanatani to lead a good life?</p> <p><b>Religion:</b> Hinduism/Sanatana Dharma</p>
<b>French</b>	<p><b>I am learning French</b></p> <p><i>(J'apprends le français)</i></p>	<p><b>Animals</b></p> <p><i>(Les animaux)</i></p>	<p><b>Musical instruments</b></p> <p><i>(Les instruments)</i></p>	<p><b>I can</b></p> <p><i>(Je peux)</i></p>	<p><b>Fruits</b></p> <p><i>(Les fruits)</i></p>	<p><b>Vegetables</b></p> <p><i>(Les légumes)</i></p>
<b>Music</b>	<p><b>Let Your Spirit Fly</b></p> <p>RnB and other styles</p>	<p><b>Glockenspiel Stage 1</b></p> <p>Exploring &amp; developing playing skills</p>	<p><b>Three Little Birds</b></p> <p>Reggae and animals</p>	<p><b>The Dragon Song</b></p> <p>Pop</p> <p>Music from around the world, celebrating our differences and being kind to one another</p>	<p><b>Bringing Us Together</b></p> <p>Disco, friendship, hope and unity</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
<b>P.E</b>	<p><b>Dance</b></p> <p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea.</p>	<p><b>Invasion games Tag rugby/ Hockey</b></p> <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to teammates at appropriate times.</p>	<p><b>Gymnastics</b></p> <p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance.</p>	<p><b>Invasion games Football/ Basketball</b></p> <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to teammates at appropriate times.</p>	<p><b>Striking and fielding games/ Tennis Orienteering (OAA)</b></p> <p>Develop communication and collaboration skills; demonstrate physical skills needed for orienteering, such as agility, coordination and speed.</p> <p>Strike a ball and field with control.</p>	<p><b>Athletics/Cricket</b></p> <p>Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance.</p>

		Lead others and act as a respectful team member.		Lead others and act as a respectful team member.	Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly	Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.
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