



Dear Parents,

This is the Year 3 Plan 2025/2026. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to support their work.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. As the teaching staff use this plan as an overall long-term guide, there will be some references which will not be relevant for parents. On our website, you will find a list of web-links that you and your child may find useful. Many thanks for your continued support,

Rebecca Wesley  
Head Teacher

AUTUMN/SPRING	SPRING/SUMMER
<b>GEOGRAPHY</b> <u>Why live in Leicester?</u> Name the countries and capital cities that make up the UK. Locate Leicester and other major cities on a map of the UK. Look at natural and man-made features of Leicester. Use 4 figure grid references. Think about Glen Parva as a place to live. Make a presentation about Leicester.	<b>GEOGRAPHY</b> <u>Where does my food come from?</u> Describe an aerial view of our school garden and draw a plan. Find out about foods that grow in the UK and foods that are brought to the UK. Identify countries around the world. Describe location in terms of continent. Compare and contrast different countries in terms of population, average temperatures, rainfall etc Investigate how far our food travels to get to us (food miles). Visit the Botanical Gardens to see where our food comes from.
<b>Map work (Autumn, Spring and Summer)</b> Identify places/ features – London, rivers, mountains and countries. Learn about symbols and keys. Follow maps and locate features.	
<b>ICT</b> Internet maps, Google Earth, Leicestershire, village websites, Chromebooks and iPads, Google Suite,	
AUTUMN	SPRING/SUMMER
<b>HISTORY</b> <u>Stone/Bronze/Iron Ages</u> (migration, settlement, trade, civilization, industry) Create a timeline for the history of Britain. Study the Ancient Britons and their way of life. Explore how things have changed in Britain from then and now. Lens - Identify and give reasons for, and the result of, historical events, situations and changes. To understand how these people/events have affected and developed Britain today.	<b>HISTORY</b> <u>Romans</u> Rebellion, settlement, trade, civilization, industry, empire, monarchy) Reasons for the Roman invasion. <i>Drama – Role Play the day in a life of a Roman soldier..</i> Impact of the Roman lifestyle on the Ancient Britons. The Roman Army, studying original sources and evidence, handling artefacts and examining evidence of Roman settlements today. <i>Map work skills – locating the Roman Empire, Roman Invasion, important Roman cities in Britain, Leicester, Roman Roads in Britain, Hadrian's Wall, Vindolanda.</i> Why Boudicca was an important figure for the Celts Why people thought Julius Caesar was a powerful leader. Comparing Boudicca and Caesar. Lens - Identify and give reasons for, and the result of, historical events, situations and changes. To understand how these people/events have affected and developed Britain today.
<b>ICT</b> Use of ipads and Chromebooks. Various interactive games on websites.	

AUTUMN	SPRING	SUMMER
<b>ENGLISH units of work:</b> Stories with familiar settings, Roman Non-Chronological Report Performance poetry <ul style="list-style-type: none"> <li>Rainbow Grammar</li> <li>Grammatical awareness, e.g. speech marks, use of paragraphs, commas in lists etc. (For more detail, see Year 3 National Curriculum English objectives.)</li> <li>Speaking and Listening across the units.</li> <li>Handwriting revision and joins.</li> <li>Whole Class Reading</li> <li>Spellings of Year 3 common exception words.</li> </ul>	<b>ENGLISH units of work:</b> Adventure and mystery stories, Non-fictions texts, Myths and Legends, Instructions and Riddles and Language Play. <ul style="list-style-type: none"> <li>Rainbow Grammar</li> <li>Grammatical awareness, e.g. speech marks, use of paragraphs, commas in lists etc. (For more detail, see Year 3 National Curriculum English objectives.)</li> <li>Speaking and Listening across the units.</li> <li>Handwriting - develop a fluent and joined style.</li> <li>Whole Class Reading</li> <li>Spellings of Year 3 common exception words.</li> </ul>	<b>ENGLISH units of work:</b> Letters (Paddington), Fairy Tales, Narrative Poetry <ul style="list-style-type: none"> <li>Rainbow Grammar</li> <li>Grammatical awareness, e.g. speech marks, use of paragraphs, commas in lists etc. (For more detail, see Year 3 National Curriculum English objectives.)</li> <li>Speaking and Listening across the units.</li> <li>Handwriting practice.</li> <li>Whole Class Reading</li> <li>Spellings of Year 3 common exception words.</li> </ul>
<b>ICT</b> Appropriate websites Literacy Shed	<b>ICT</b> Appropriate websites Literacy Shed	<b>ICT</b> Appropriate websites Literacy Shed
AUTUMN	SPRING	SUMMER
<b>MATHS – These are examples of the Autumn term objectives.</b> <ul style="list-style-type: none"> <li>Partition 3 digit numbers</li> <li>Read and write numbers up to 1,000.</li> <li>Use expanded column addition and subtraction with 2 digit numbers.</li> <li>Practise times tables: 2, 5, 10, and 3.</li> <li>Find a fraction of a number of objects.</li> <li>Tell the time to the nearest minute on an analogue clock.</li> <li>Work out shopping change.</li> <li>Draw 2D shapes</li> <li>Turns and directions</li> <li>Identify right angles.</li> </ul>	<b>MATHS – These are examples of the Spring term objectives.</b> <ul style="list-style-type: none"> <li>Compare and order numbers up to 1,000.</li> <li>Mentally add and subtract, numbers containing up to 3 digits.</li> <li>Practise times tables: 4 and 8 times tables.</li> <li>Use grid method to multiply larger numbers</li> <li>Add and subtract fractions.</li> <li>Measure perimeter.</li> <li>Tell the time using seconds, minutes and hours.</li> <li>Identify horizontal and vertical lines.</li> <li>Interpret data.</li> </ul>	<b>MATHS – These are examples of the Summer term objectives.</b> <ul style="list-style-type: none"> <li>Compare and order numbers beyond 1,000.</li> <li>Using the grid method to multiply larger numbers.</li> <li>Practise times tables: 2, 3, 4, 5, 8 and 10.</li> <li>Solve problems with fractions.</li> <li>Tell the time using 12 and 24 hour clocks.</li> <li>Identify whether angles are greater or less than a right angle.</li> <li>Solve 2 step problems.</li> <li>Know the number of days in each month, a year and a leap year.</li> </ul>
<b>ICT</b> Interactive Teaching Programs Various interactive programs using Chromebooks and iPads, e.g. nrich.org, BBC learning clips, MathsFrame and Topmarks.Times Table Rock Stars		
AUTUMN	SPRING	SUMMER
<b>SCIENCE</b> <b>Teeth and Healthy Eating</b> Humans as organisms Care and function of teeth and Healthy Eating. Compare animal and human teeth Investigations – - Tooth decay experiment <b>Materials</b> Grouping, classifying and comparing everyday materials. Looking at properties. Reversible and irreversible changes. Natural or man-made? Investigations- ★ Absorption ★ Stretchy Material ★ Flexibility	<b>Life processes</b> MRS NERG Habitats – within the school grounds and around the world. Using classification keys Making classification keys Mini beasts investigation. Life Cycles of human, frog, butterfly and other animals.	<b>Green plants as organisms</b> Conditions for plant growth. Purpose of stem, root etc Root systems Parts of a plant Life cycle of a flowering plant- Germination, growth, flowering and reproduction. Plants we use in food and are useful to us. Visits to suitable habitats & plant identification. Investigations – - What plants need to grow - Transportation of water in plants
<b>ICT in Science</b> BBC Science clips Virtual experiments	<b>ICT in Science</b> BBC Science clips Branching Databases Using keys online	<b>ICT in Science</b> BBC Science Clips

<p style="text-align: center;"><b>Computing</b></p> <p><b>Connecting computers</b></p> <ul style="list-style-type: none"> <li>-To explain how digital devices function</li> <li>-To identify input and output devices</li> <li>-To recognise how digital devices can change the way we work</li> <li>-To explain how a computer network can be used to share information</li> <li>-To explore how digital devices can be connected</li> <li>-To recognise the physical components of a network</li> </ul> <p><b>Esafety</b></p> <ul style="list-style-type: none"> <li>-I can explain who someone can ask if they are unsure about putting something online.</li> <li>-I can demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>-I can explain what is meant by the term 'identity'.</li> <li>-I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> <li>-I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</li> <li>-I can describe appropriate ways to behave towards other people online and why this is important.</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>Desktop publishing</b></p> <ul style="list-style-type: none"> <li>-To recognise how text and images convey information</li> <li>-To recognise that text and layout can be edited</li> <li>-To choose appropriate page settings</li> <li>-To add content to a desktop publishing publication</li> <li>-To consider how different layouts can suit different purposes</li> <li>-To consider the benefits of desktop publishing</li> </ul> <p><b>Branching databases</b></p> <ul style="list-style-type: none"> <li>-To create questions with yes/no answers</li> <li>-To identify the attributes needed to collect data about an object</li> <li>-To create a branching database</li> <li>-To explain why it is helpful for a database to be well structured</li> <li>-To plan the structure of a branching database</li> <li>-To independently create an identification tool</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>Events and actions in programs</b></p> <ul style="list-style-type: none"> <li>-To explain how a sprite moves in an existing project</li> <li>-To create a program to move a sprite in four directions</li> <li>-To adapt a program to a new context</li> <li>-To develop my program by adding features</li> <li>-To identify and fix bugs in a program</li> <li>-To design and create a maze-based challenge</li> </ul> <p><b>Animation</b></p> <ul style="list-style-type: none"> <li>- To discuss what makes a good animated film or cartoon. - To learn how animations are created by hand.</li> <li>- To find out how animation can be created in a similar way using the computer.</li> <li>-To learn about onion skinning in animation.</li> <li>- To add backgrounds and sounds to animations. - To be introduced to 'stop motion' animation.</li> <li>- To share animation on the class display board and by blogging.</li> </ul>
<p style="text-align: center;"><b>D&amp;T</b></p> <p><b>Structures and stability</b></p> <p>Design and make a photo frame for a gift.</p>	<p style="text-align: center;"><b>D&amp;T</b></p> <p><b>Design and make a healthy sandwich and package</b></p> <p>– link to Science and food groups. Make the packaging for sandwich after exploring nets of boxes. – link with Maths – 3D shape.</p>	<p style="text-align: center;"><b>D&amp;T</b></p> <p><b>Investigating Pneumatics</b></p> <p>Designing and making a moving dragon using syringes and straws.</p>
<p><i><b>ICT</b> Video clips to demonstrate stable and unstable structures. Use of digital camera to take a photo for the frame.</i></p>	<p><i><b>ICT</b> Interactive games to sort food items in to food groups. Healthy eating websites Use of netbooks and iPads for research</i></p>	<p><i><b>ICT</b> BBC class clips videos of pneumatics in real life.</i></p>
<p style="text-align: center;"><b>MUSIC</b></p> <p>Music links with other areas of the curriculum.</p> <p><b>Wider Opportunities Music Scheme (violin and Cello).</b></p> <p><b>Unit 1 pulse and unit 2 voice</b></p> <p>Our focus is on the principles of playing the Violin learning the skills of:</p> <ul style="list-style-type: none"> <li>· Know the parts of a violin and name the four strings</li> <li>· Hold the violin with good posture</li> <li>· Pizzicato simple melodies, rhythms to a steady pulse on open strings</li> <li>· Recognise and find the four strings on the violin</li> <li>· Begin to produce a good sound on the open strings</li> <li>· Recognise D and A on the musical stave</li> <li>· Know what a round is</li> <li>· Keep in time to regular pulse</li> <li>· Sing songs of growing complexity to practise musical skills</li> </ul> <p>We also create music within small/ class groups, using new skills and skills taught</p>	<p style="text-align: center;"><b>MUSIC</b></p> <p>Music links with other areas of the curriculum.</p> <p><b>Wider Opportunities Music Scheme (violin and Cello).</b></p> <p><b>Unit 3-Rhythm and Unit 4-Pitch</b></p> <p>Our focus is on the principles of playing the Violin learning the skills of:</p> <ul style="list-style-type: none"> <li>· Know the parts of the bow</li> <li>· Adopt a good bow hold</li> <li>· Understand crotchets, quavers and minims</li> <li>· Produce a good sound on all open Strings</li> <li>· Introduce the first finger on the D string</li> <li>· Read rhythms using crotchets and quavers</li> <li>· Understand pitch, tempo and dynamics</li> <li>· Use the second finger on the D string</li> <li>· Introduce ostinato to a piece of music</li> <li>· Read from and create rhythm grids keeping a steady pulse, following a conductor</li> <li>· Use the third finger on the D string</li> <li>· Maintain a part in a duet</li> <li>· Understand and take part in rehearsals and appraise performances</li> <li>· Understand and begin to use a bow retake</li> <li>· Identify high and low pitch in sound and on a stave</li> <li>· Sing songs of growing complexity to practise musical skills</li> </ul>	<p style="text-align: center;"><b>MUSIC</b></p> <p>Music links with other areas of the curriculum.</p> <p><b>Wider Opportunities Music Scheme (violin and Cello).</b></p> <p><b>Unit 5 music technology Unit 6 20th Century music</b></p> <p>Our focus is on the principles of playing the Violin. We split into two groups one group will revise the knowledge and skills we have been learning and our more able pupils learning is extended by learning the skills of:</p> <ul style="list-style-type: none"> <li>· Read open string and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> finger notes on the D,G and A strings on the stave</li> <li>· Play melodies and rhythms containing open, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> finger notes</li> <li>· Ensure the bow hold is correct and a good sound is produced an open strings</li> <li>· Ensure a good sound is produced</li> </ul> <p>When playing 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> finger notes with the bow Practise, perform and evaluate a growing repertoire of pieces.</p> <ul style="list-style-type: none"> <li>· Sing songs of growing complexity to practise musical skills</li> </ul> <p>We create music within small/ class groups, using new skills and skills taught</p>

previously, and perform and evaluate compositions using appropriate vocabulary. We explore the basics of pulse and voice, by composing performing, and appraising.	We create music within small/ class groups, using new skills and skills taught previously, and perform and evaluate compositions using appropriate vocabulary. We explore the basics of rhythm and pitch by composing performing, and appraising.	previously and perform and evaluate compositions using appropriate vocabulary We explore how technology is used to create and store music by listening to, composing, performing and appraising. We look at how music has changed throughout the 20 <sup>th</sup> century, focussing on Stage shows, reggae, Rock and Roll, and House music.
<b>ICT</b> Online music games	<b>ICT</b> Online music games	<b>ICT</b> Online music games
<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>ART</b> <u>Matisse inspired collage</u> <b>Collage - Use IT to create photographic collage.</b> <b>Natural media - Creating displays using found natural objects and own representations.</b>  <b>Cross curricular links- descriptive phrases for display labels, understanding of natural world around the school grounds, IT skills. Use of colour and pattern</b> <b>Graphics</b> <b>Posters- teeth</b>	<b>ART</b> <u>Formal elements of art- Frida Kahlo</u> <b>Pencil - Recording from first-hand experience- images using line and tone.</b>  <b>Pencil crayons - Exploring shapes, textures and colours of natural objects using drawing, painting and collage techniques.</b>  <b>Watercolour Painting - Use of colour, painting techniques and knowledge and understanding of work of professional artists.</b>  <b>Artists from different culture and countries – focus on Frida Kahlo</b> <b>Self-portrait in the style of Frida Kahlo</b>	<b>ART</b> <u>Ceramic dragon eyes</u> <b>Pencil - Drawing human and dragon eyes from observation.</b> <b>Experiment with clay modelling and joining techniques.</b> <b>Design a clay dragon eye.</b> <b>Making a sculpture of a dragon eye out of clay.</b> <b>Glazing the clay using colour combinations.</b>
<b>ICT</b> <b>Art Gallery websites</b> <b>Publisher</b> <b>Ipad apps</b>	<b>ICT</b> <b>Art Gallery websites</b> <b>Publisher</b> <b>Ipad apps</b>	<b>ICT</b> <b>Art Gallery websites</b> <b>Publisher</b> <b>Ipad apps</b>
<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<p>P.E.- Now pupils are in Year 3, they will start to learn more about sports and not just about the transferable skills like in year 1 and 2.</p> <p><b><u>Invasion games – netball</u></b>  Identify and complete a range of passes  Understanding a range of rules linked to Netball.  Tactics of marking and losing your marker by dodging..  Shooting and rebounding.  Understanding attacking and defending.  Playing the game using the positions.</p> <p><b><u>Dance</u></b>  Pupils will perform dances and motifs linked to different topics such as the Romans and mini beasts.  Understand the dance terminology of unison, canon, and freeze frame.  Use their facial expressions and body language to create reactions.  Use different ways to travel.</p> <p>Pupils can create their own sequence of motifs linked to a stimulus.</p>	<p><b><u>Invasion games – Tag-Rugby</u></b>  Pupils begin to understand the rules and simple tactics of this sport.  They learn to dodge and evade the opposition, build on their passing accuracy and catching skills, tackle by tagging players, scoring tries and playing mini games.</p> <p><b><u>Gymnastics</u></b>  Pupils will learn to perform a variety of floor and vault movements. The children will learn pike jumps, straight jump half-turns, cat leaps, forward rolls from standing, tucked backward rolls, chassis steps and the squat on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines, performing individually and with a partner.</p>	<p><b><u>Athletics</u></b>  Some pupils will be selected to represent our school in the area athletics at Saffron Lane and will be selected based on their form in lessons.  Pupils will learn about: good running posture, adjusting their running pace smoothly, improving their sprinting speeds, hopping and jumping with control, push and pull throws</p> <p><b><u>Net/Wall - Tennis</u></b>  Pupils begin to understand the rules and simple tactics of this sport which will be built on in future years.</p> <p>Some of the skills focussed on will be:  Feeding the ball, catching, forehand and backhand shots, ready position in the centre of the court, volleys, simple serves, mini games.</p>
<b>AUTUMN/SPRING</b>		<b>SPRING and SUMMER</b>
<b>R.E.</b>	<b>RE</b>	<b>R.E.</b>
<b>Unit L2.1 What do Christians learn from the creation story? [Creation]</b> <b>Unit L2.3 What is the ‘Trinity’ and why is it important for Christians? [God/Incarnation]</b> Harvest Christmas	<b>L2.9a What does it mean to be a Sikh in Britain today?</b> Origins of Sikhism Sikhs beliefs Khalsa and 5 k’s Teaching of the 10 Gurus The Guru Granth Sahib Festivals Gurdwara Scriptures	<b>Unit L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</b> <b>Unit L2.11 How and why do people mark the significant events of life?</b>

	Gurdwara visit <b>Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</b>	
<b>ICT</b> Online resources	<b>ICT</b> Online resources	<b>ICT</b> Online resources Publisher Sikh Pamphlets Virtual tour of Gurdwara
<b>FRENCH</b> La Phonétique 1 & 2 (Phonics 1 & 2) Children will look at the first 8 out of a total of 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French. We will look at the sounds; 'CH' 'OU' 'ON' 'OI' in lesson 1, and the sounds 'I', 'IN', 'IQUE' and 'ILLE' in lesson 2.  J'Apprends Le Francais (I'm learning French) In this unit pupils will learn how to: Pinpoint France and other French speaking countries on a map of the world. Ask and answer the question 'How are you?' in French. Say 'Hello' and 'Goodbye' in French. ask and answer the question 'What is your name?' in French. Count to 10 in French. Say 10 colours in French.	<b>FRENCH</b> Les Animaux (Animals) In this unit, pupils will learn how to: Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	<b>FRENCH</b> L'ancienne Histoire de la Grande Bretagne (Ancient Britain) In this unit, pupils will learn how to: Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone, bronze and iron ages.  Je Peux I can In this unit, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).