Year 3
Wider Curriculum
Learning Overview

Long Term Plans

Threads & Endpoints

Enquiry Questions

Enrichment Opportunities

Year 3History

Long Term Plan

Autumn 1	Spring 1	Summer 2
Changes in Britain from the Stone Age through to the Iron Age (Context – What life was like a LONG time ago and the first tools) ● Hunter-gatherers and early farmers ● Tools, weapons, and technological change ● Settlements and community life ● Art, artefacts, and what they tell us ● Continuity and change from stone to metal	The achievements of the earliest civilisations: In depth study of Ancient Egypt (Builds on Stone age Y3 tools and looks at developments in another area of the world, sets a context for looking at early Islamic civilisation in Y5) ●Discover the achievements of the Ancient Egyptians and how they ruled. ●Comparisons will be made with other early civilisation's achievements.	Local study: The Industrial Revolution: The Work Place (Context setting for Y4 &Y5 Local history study) ●What work was there in our local area? ●Who worked? ●What were working conditions like? ●Particular case studies and stories from local sources.

Threads & Endpoints

Everyday Life & Society	Beliefs & Culture	Power, Governance & Conflict	Migration	Legacy & Influence
Explore how people met their needs in early Britain and Ancient Egypt – food, shelter, tools and farming. Compare with modern life. **Pupils can explain how daily life evolved as societies developed farming, trade and community structures.**	Study beliefs in early civilisations – gods, afterlife and rituals in Ancient Egypt. Explore art and symbolism in early cultures. **Pupils can describe how belief systems shaped how people understood life and death.**	Learn how power operated in early societies – tribal leaders, pharaohs and kings. Understand roles of rulers and followers. **Pupils can describe different systems of rule and how power was shown or shared.**	Study how early humans moved from nomadic to settled life and how trade developed in Ancient Egypt along the Nile. **Pupils can describe how migration and trade supported community survival and growth.**	Study what remains from ancient societies – artefacts, architecture, writing – and what they reveal about people's lives. **Pupils can describe how evidence helps us understand and remember the past.**

Enquiry Questions

What can artefacts tell us about how people lived in different periods?	**How did religion and belief influence life in ancient civilisations?**	**How did rulers and empires gain and lose power?**	**What can we learn from ancient trade and exploration?**	**What ideas, inventions, or achievements from the past still matter today?**

Year 3 Geography

Long Term Plan

Autumn 2	Spring 1	Summer 1
Our place in our world: Mountains, Volcanoes and Earthquakes (Builds a foundation understanding of the make-up of our world)	**Our place in our world: Homes around the world** (Builds on Y2 My place in our world and Y3 Mountains, Earthquakes and Volcanoes.)	**Our place in our world: The Mediterranean** (Link Place knowledge Y2, building an understanding of place for Y4 learning about Ancient Greece)

Threads & Endpoints

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork	Sustainability & Environmental Impact
Locate the equator, major mountain ranges, volcanoes and earthquake zones and locate Mediterranean countries and key European countries. ***Pupils can name, locate and describe places and features studied, using maps (including digital), globes, atlases to identify where they are in the world. Pupils can describe patterns such as the Pacific 'Ring of Fire'.***	Pupils Explore how people live and the homes made in different environments around the world and investigate how climate and physical features shape settlement and culture in the Mediterranean. ***Pupils can explain what makes a Mediterranean place distinctive and compare how and why homes differ across regions and climates.***	Examine how culture, resources and climate influence housing and land use in different parts of the world and how people adapt homes and jobs to different climates and landscapes. ***Pupils can describe how and why people build different types of homes and identify links between human needs, resources and environment.***	Study mountain formation, volcanic and earthquake processes and revisit the water cycle at an introductory level. ***Pupils can describe key topographical features (hills and mountains) and explain how these and volcanoes and earthquakes occur. Pupils describe the influence that these physical processes can have on people and the environment.***	Examine atlases, four-figure grid references and digital mapping to investigate locations and conduct basic fieldwork to answer a simple question. ***Pupils can use four-figure grid references, plan a simple enquiry and present findings using labelled maps and bar charts.***	Explore the implications of living near tectonic hazards and discuss community responses that reduce risk. ***Pupils can describe ways people adapt to physical hazards and weigh benefits and drawbacks of living in hazard-prone areas***

Enquiry Questions

How do physical and human features help us understand where places are and why they matter?	**How do physical and human features influence what a place is like?**	**How do settlement, land use and trade shape communities?**	**How do rivers, mountains, volcanoes and climate shape landscapes and lives?**	**How can fieldwork help us collect, record and present information about places?**	**How do human choices affect the environment and how can we make them fairer or more sustainable?**

Year 3 Science

Long Term Plan

Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Physics **Light** •Investigate sources of light. Through this they will find out about: •The Sun and electricity •Shadows •Reflection Vocabulary e.g. translucent, opaque	**Chemistry** **What do rocks tell us about the way the Earth was formed?** •Review the variations in rock types and why they are different. •Compare different kinds of rocks •Review the look, feel and properties of rocks •Begin to understand and explain how rocks were formed	**Physics** **Forces and Magnets** •Investigate the forces that are around them •How magnets can attract or repel •Record and present what they have found out using technical and scientific language	**Biology** **Plants** •Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers •Find what plants need in order to grow •Investigate how water is transported within plants •Explore the importance of flowers in the life cycle of a plant, including pollination, seed formation and dispersal.	**Biology** **Animals including humans** •Know that all animals need nutrition •Discover why some animals have a skeleton and why some don't

Threads & Endpoints

Working Scientifically	Living Things & Life Processes	Materials & Matter	Forces, Energy & Electricity	Earth, Space & the Environment	Interdependence & Change
Use accurate measurements and equipment to gather data and present results. **Pupils can plan and perform simple tests, measure carefully and draw conclusions from results.**	Study the functions of parts of plants and the importance of nutrition and skeletons in animals. **Pupils can describe how plants and animals grow, move and stay healthy.**	Study rocks, fossils and soils; compare and group by appearance and properties. **Pupils can describe how rocks and fossils form and classify different rock types.**	Investigate forces and magnets and describe how objects move on different surfaces. **Pupils can explain attraction, repulsion and the effect of friction.**	Study rocks, fossils and soils to learn about the Earth's formation. **Pupils can explain how rocks and fossils provide evidence about the Earth's past.**	Study how plants reproduce and the importance of pollination. **Pupils can describe cycles in nature such as pollination and seed dispersal.**

Enquiry Questions

How can I use observation, measurement and evidence to explain what happens? What makes an investigation reliable?	**How are living things connected through food chains and life cycles? What happens if environments change?**	**How do solids, liquids and gases behave and change? What happens to materials when they are heated, cooled or mixed?**	**How do forces such as magnetism, gravity and friction affect movement? How do sounds and electricity travel and change?**	**What are rocks, fossils and soils made of? How does water move around our planet?**	**How do environmental changes affect living things? What patterns can we see in life cycles or natural systems?**

Year 3 Design & Technology

Long Term Plan

Autumn	Spring 1	Summer 2
Decorative Lanterns (Structures & Aesthetic Design) Design and make a decorative lantern combining structure and aesthetic design. Explore how form and function work together.	**Plant Life Moving Toy (Levers and Linkages)** Design a simple scene from cardboard that utilises a lever and a linkage system to make one element move. Develop joining techniques and structural understanding.	**Dips and Dippers (Food)** Research and test ingredients to design and make a healthy dip and accompaniment. Use chopping and mixing techniques safely.

Threads & Endpoints

Design & Purpose	Making & Construction	Mechanisms & Movement	Electrical & Digital Systems	Food & Nutrition	Evaluation & Innovation
Generate and develop ideas through annotated sketches and discussion. **Pupils can identify design criteria and adapt their plans.**	Measure, mark out, cut and join materials accurately. **Pupils can strengthen structures using reinforcement techniques (e.g. mini greenhouse).**	Understand and use simple mechanical systems such as levers and linkages. **Pupils can explain how one part of a mechanism causes another part to move.**	Explore how light can enhance a product's purpose and appeal (e.g. night lights). **Pupils can describe how light enhances design and user experience.**	Prepare and cook simple dishes such as dips and dippers using seasonal ingredients. **Pupils can use chopping and mixing techniques safely and discuss how flavours, textures and seasonality influence food choices.**	Evaluate their designs through testing and feedback. **Pupils can suggest how to improve function and appearance.**

Enquiry Questions

How can I design a product that meets a specific purpose or solves a problem?	**How can I measure, cut and join accurately to make stable structures?**	**How can I use mechanisms to create controlled movement in a product?**	**How can I design a product that uses light or power for a purpose?**	**How can I use techniques such as chopping, mixing and baking to make balanced dishes?**	**How can I test and improve my product to make it more effective?**

Year 3 Art & Design

Long Term Plan

Autumn 1	Spring 1	Summer 1
Drawing/Painting -Cave art Explore how prehistoric people recorded life as cave paintings. Experience mixing tertiary colours and using an 'earth palette'. Make and use templates to recreate earliest 'hand' cave art. Use charcoal and pastels to make animal studies in the style of a cave painting.	**Printing/Collage –Matisse** Based on works by Henri Matisse The children will create paper collages in the style of Matisse and press print their designs onto paper and fabric	**Drawing/Mosaic -Gaudi** Study the work and architectural designs of Spanish artist Gaudi to develop drawing and design skills to create a piece of original mosaic suitable for a building.

Threads & Endpoints

Drawing & Observation	Colour & Painting	Sculpture & Form	Printmaking & Pattern	Textiles, Collage & Mixed Media	Creative Process
Develop greater accuracy and proportion when drawing from observation. Experiment with contour, outline and tonal contrast. **Pupils can draw with control and accuracy, showing correct proportions and early sense of form through shading.**	Experiment with colour families, warm and cool tones, and different brush techniques. **Pupils can choose and apply colours purposefully, using brushwork to create texture and depth.**	Build relief or freestanding sculpture using a range of materials, focusing on structure and stability. **Pupils can plan and construct 3D forms that stand securely and include surface texture or decoration.**	Design and create block or tile prints by pressing or carving shapes into soft materials. **Pupils can design, print and repeat patterns neatly using printing blocks of their own design.**	Create collages using overlapping, pattern and contrast. **Pupils can arrange and layer materials to create a clear image or design.**	Use sketchbooks to test out materials and plan designs. **Pupils can explain how they tried out different approaches before deciding what to use.**

Enquiry Questions

How can I use line, tone and proportion to make my drawings more realistic or expressive?	**How can I mix and use colour, light and shade to create depth and mood?**	**How can I use form and texture to make my sculpture look interesting from different sides?**	**How can I plan and print patterns that show shape, colour and texture clearly?**	**How can I use fabric, paper and other materials to create texture and detail in my artwork?**	**How can I use my sketchbook to collect ideas, test materials and plan my artwork?**

Year 3 Music

Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Chair Drumming' Exploring pulse and rhythm	**`Can you `read' music?** Learning music notation and transferring to playing chime bars	**`Pentatonic Melodies'** (Chinese New Year) Playing and composing melodies using a pentatonic scale	**`Recorder-tastic!'** Learning correct tonguing, posture, fingering, note reading to play tunes using notes; High C, B, A, G, E, F and low D.		

Threads & Endpoints

Performance & Expression	Composition & Creativity	Listening & Appraising	Musical Knowledge & Notation	Culture, History & Genre	Collaboration & Community
Sing and play with secure pulse and rhythm performing simple melodies on the recorder with clear articulation and control. **Pupils can use dynamics and tempo to communicate character and mood within performance.**	Create short compositions that use repetition to form a simple structure. **Pupils can combine rhythm and melody confidently when composing for instruments such as recorder or chime bars.**	Listen to pieces that show clear structure such as verse and chorus or call and response. **Pupils can describe how composers use dynamics and tempo to create a particular mood or effect.**	Read and perform short melodies from staff notation using notes within an octave on the recorder. **Pupils can recognise note names and rhythmic values such as crotchet, minim and rest and keep time when playing.**	Study early composers and musical traditions from around the world such as Chinese pentatonic scales and rock music (chair drumming). **Pupils can describe how instruments, rhythms and melodies reflect cultural identity.**	Perform as part of a class ensemble such as recorders or percussion groups. **Pupils can support others by maintaining their part and responding to signals or changes in tempo.**

Enquiry Questions

How can I perform with accuracy, expression and awareness of others?	**What choices can I make with rhythm, melody and structure to create my own piece of music?**	**What can I hear in a piece of music and how do the different elements work together?**	**How can written symbols show pitch, rhythm and duration in music?**	**What can I learn about a place or time from the music people created there?**	**What helps a group perform successfully as an ensemble or band?**

Year 3 PE

Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing skills and knowledge in relation to Invasion Games - Netball/Basketball	**Developing skills and knowledge in relation to Health related fitness** Circuits, aerobics, yoga and running	**Developing skills and knowledge in relation to Dance (Gymnastics)**	**Developing skills and knowledge in relation to Gymnastics (Dance)**	**Developing skills and knowledge in relation to Net & Wall Games** - Tennis	**Developing skills and knowledge in relation to Athletics** (outdoors) Sports Day practice

Threads & Endpoints

Physical Skills & Control	Tactics & Decision Making	Health, Fitness & Wellbeing	Expression in Movement	Teamwork & Leadership	Resilience & Challenge
Refine and apply movement skills for accuracy, control and fluency across games, gymnastics, athletics and dance. **Pupils can dribble, pass and receive with control, throw and catch with accuracy and move with agility and balance.**	Begin to plan and apply basic tactics to outwit an opponent. **Pupils can move into space to receive a ball, choose when to pass or shoot and describe simple strategies for attack and defence.**	Recognise the importance of warming up and cooling down to stay safe and healthy. **Pupils can explain how exercise affects their body, including breathing and heart rate, and why it is important to stay hydrated.**	Use shape, pattern and rhythm to compose short sequences. **Pupils can combine movements with fluency and coordination, performing routines with control and awareness of timing.**	Develop understanding of how to contribute to a team effectively. **Pupils can collaborate with others to solve problems, follow rules and support teammates in small-group activities.**	Show perseverance when learning new techniques or routines. **Pupils can practise to improve performance, manage frustration and celebrate effort as well as success.**

Enquiry Questions

How can we refine and combine skills to make movements fluent and accurate?	How can we refine and combine skills to make movements fluent and accurate?	How can we refine and combine skills to make movements fluent and accurate?	How can we refine and combine skills to make movements fluent and accurate?	How can we refine and combine skills to make movements fluent and accurate?	How can we refine and combine skills to make movements fluent and accurate?

Year 3Computing

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing Systems and Networks: Connecting Computers	Programming: Sequencing Sounds	Creating Media: Desktop publishing	Creating Media: Stop-frame Animation	Data and Information: Branching databases	Programming: Events and actions in programs
Online safety	Self-Image and Identity Online Relationships	Online Reputations Online Bullying	Managing Online Information	Managing Online Information	Health-Well Being and Life Style	Privacy and Security Copyright and Ownership

Threads & Endpoints

Systems and Networks	Creating Media	Data & Information	Programming & Algorithms	Digital Literacy	Online Safety & Digital Wellbeing
Exploring what computers are, how they work and how information travels across networks and the internet. This thread builds awareness of how systems link devices and people, how data is shared and how technology connects to daily life.	Developing creativity and communication through digital tools such as photography, animation, audio, video and design. This thread nurtures purposeful choices about layout, colour, sound and image to create, edit and evaluate digital content.	Learning how data represents real-world events and how it can be collected, organised, analysed and presented. This thread strengthens understanding of how information can be structured to draw conclusions, spot patterns and communicate findings clearly.	Understanding how to design, write and debug code to make computers complete tasks. This thread develops computational thinking through sequencing, repetition, selection and logic to solve meaningful problems.	Understanding how to use technology purposefully and responsibly. This thread promotes confident use of digital tools, effective information management and awareness of how technology shapes daily life.	Knowing how to stay safe, respectful and kind in online spaces. This thread builds awareness of privacy, security, relationships, reputation, information reliability and wellbeing to help pupils navigate the digital world with confidence and care.

Enquiry Questions

How are computers and devices connected so they can share information?	How can I use digital tools to design, edit and improve my work?	How can data be organised and presented so it is easy to understand?	How can I design and debug a program to make something happen on screen?	How can I find and use information online responsibly?	How can I make good choices and show respect when using technology?

Year 3 PSHE

Long Term Plan

Autumn Relationships	Spring Living in the Wider World	Summer Health and Wellbeing
• What makes a family; features of family life • Personal boundaries; safely responding to others; the impact of hurtful behaviour • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite • Celebrating personal talents and abilities	• The value of rules and laws; rights, freedoms and responsibilities • Faith, beliefs and relationships in the UK • How the internet is used; assessing information online • Different jobs and skills; job stereotypes; setting personal goals • The Rule of Law	• Health choices and habits; what affects feelings; expressing feelings • Attributes for a Strong Leader • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safety in the local environment and unfamiliar places. Asthma awareness

Threads & Endpoints

RELATIONSHIPS			LIVING IN THE WIDER WORLD			HEALTH & WELLBEING		
Families and Friendships	**Safe & Respectful Relationships**	**Identity**	**Belonging to a Community**	**Media Literacy and Digital Resilience**	**Money, Work and Aspirations**	**Physical Health & Mental Wellbeing**	**Keeping Safe**	**Growing and Changing**
Understand how to communicate kindly and solve problems. **Pupils can listen and share opinions respectfully, manage small disagreements, and seek help when needed to resolve conflicts.** (*Mutual Respect and Tolerance / Individual Liberty*)	Understand how to respond to unkind or hurtful behaviour. **Pupils can describe strategies to manage worries, report concerns (including online), and support others who may feel upset.**	Understand that identity is shaped by different experiences and qualities. **Pupils can describe aspects of their identity, recognise others may have different experiences, and show respect for differences.** (Individual Liberty / Mutual Respect and Tolerance)	Understand how their actions affect others in the community. **Pupils can describe how fairness, responsibility and inclusion help groups work well and support everyone.** (*Rule of Law*)	Understand how the internet is used and shared. **Pupils can describe how websites and searches work, recognise altered or exaggerated content, and know how to report anything that worries them online.**	Understand that jobs require different skills and responsibilities. **Pupils can describe how work contributes to family and community life.**	Recognise that mental and physical health can change and be managed. **Pupils can identify signs of different emotions and use simple strategies to support wellbeing.**	Understand how to stay safe in everyday situations. **Pupils can describe common hazards, explain how to manage risks, and know what to do if something worries them online or in the community.**	Recognise personal strengths and achievements. **Pupils can talk about feelings linked to change and how to manage them.** (*Individual Liberty*)

Enquiry Questions

How can I manage friendships and differences respectfully?	**How can I respond safely to hurtful behaviour and pressures (including online)?**	**How can I understand and express the different parts of my identity?**	**How can we make a positive difference in our school, community and world?**	**How can I find reliable information online and manage things that worry or confuse me?**

Year 3Religious Education

Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How do Jews remember God's covenant?	How do different people express spirituality.	Creation Stories	Bible and the Christian good life	What faiths and beliefs can be found in our community?	How do faiths and beliefs influence people's lives today?

Threads & Endpoints

The Nature of Religion and Belief	Expressing Belief	A Good Life	Personal Journey	Influence & Authority	The Big Picture
Study similarities and differences between world religions, including key beliefs about God, life and the afterlife. **Pupils can describe how beliefs are both shared and unique across religions.**	Compare how different faiths use art, architecture or story to express key ideas. **Pupils can describe how creative expression communicates meaning and belief.**	Study teachings about kindness, courage and justice in major world religions. **Pupils can describe how moral codes influence daily behaviour.**	Study journeys of faith, such as pilgrimage or prayer. **Pupils can describe how experiences of faith shape identity and belonging**	Study key figures and texts that inspire followers across religions. **Pupils can describe where people find guidance and inspiration.**	Study big questions about life and death through stories and teachings. **Pupils can describe how religions offer answers to life's big questions.**

Enquiry Questions

How are beliefs similar or different across religions?	**How do different faiths express belief through art, architecture and ritual?**	**How do beliefs influence what people think is right or wrong?**	**How do journeys and experiences shape people's faith and identity?**	**Where do people find guidance and inspiration?**	**How do religions answer big questions about life, death and creation?**

Year 3 French

Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ou est France? **Les salutations/Numbers** **Core vocab**	**Time** **Le weekend** **Noel**	**Les animaux**	**Les instruments**	**Core vocab:** **Days of the week – Les jour** **Months of the year – Les mois** **C'est quand ton anniversaire? Mon anniversaire, c'est…**	**Petite Chaperon Rouge (little Red Riding Hood)**

Threads & Endpoints

Listening & Responding	Speaking & Pronunciation	Reading & Vocabulary	Writing	Culture & Connection
Understand and respond to familiar words and short phrases in songs, games and classroom instructions. **Pupils can recognise key classroom language and respond with actions or simple answers, showing understanding of basic vocabulary and pronunciation patterns.**	Use single words and short phrases in familiar contexts. **Pupils can repeat and recall basic vocabulary for greetings, numbers, colours and classroom objects, using accurate pronunciation when supported by models such as songs and games.**	Recognise and understand familiar written words and short phrases taught orally. **Pupils can match written and spoken words, read simple labels and captions and begin to connect French sounds to spelling patterns.**	Copy and write familiar words and short phrases accurately. **Pupils can label objects or pictures, write simple words and captions from memory or with support, and use correct spelling from models.**	Explore how French is used in everyday life. **Pupils can recognise French greetings, songs and simple customs, and show curiosity about life in France and other French-speaking countries.**

Enquiry Questions

What sounds or words do I recognise when I hear French being spoken?	What sounds or words do I recognise when I hear French being spoken?	What sounds or words do I recognise when I hear French being spoken?	What sounds or words do I recognise when I hear French being spoken?	What sounds or words do I recognise when I hear French being spoken?

Year 3 Enrichment Opportunities

YEAR THREE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and workshops	**Nell Bank Early People** (History link) Taking inspiration from the book "Stone Age Boy" children will investigate life in the stone age. It will help children understand the chronological order of human history in the British Isles. A hands on day of den making, campfire skills and artefact handling.		**Cliffe Castle Rocks and Fossils Dinosaur Detectives** (Science link) As budding geologists, pupils will experiment with examining, identifying and grouping rocks and digging for fossils. The day will also include a hands on and fun exploration of dinosaur features and classification using real fossil bones, teeth and even poo!		**Garden Centre Visit** (Science link) 	**Bradford Industrial Museum Weaving** (History link) In this hands on workshop pupils are introduced to the different processes used in wool production in Bradford's mills. By having a go at sorting, carding, spinning and weaving they will explore the roles of machines in the mill before experiencing the noises, smells and pace of life in a Victorian mill environment.
Wow Days and workshops **&** **Speakers and other activities**		**Angry Planet Wow Day** (Geography link) Children will create their own real life exploding volcanoes and then react to the events on Montserrat whilst in role as a crisis management team based at the Montserrat Volcano Observatory. http://www.juicygeography.co.uk/montserrat.htm		**Egyptian Workshop** (History link) the history van	**Mediterranean Wow Day** (Geography link)	