Askam Village School Curriculum Plan – 2025-2026 Year 3 Autumn Term

English	Maths	Science	Art and Design
Focus on Key Skills: Handwriting Speaking and Listening (SPaG) **Spelling Shed** Spelling Punctuation Basic Grammar **Reading Comprehension** Vipers and 60 second reads **Fiction: Literacy tree** The first drawing – diary/narrative	**White Rose Math Scheme** **Number** Place Value Addition and Subtraction (A) Multiplication and Division (A) Times tables –2 3 5 and 10	**Animals: Movement and nutrition** Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise. **Forces and magnets** Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.	**Painting and mixed media** **Prehistoric painting** This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge. Use this unit hub to inform your medium-term plan and to navigate to related resources **Computing** Connecting computers (3.1) Stop-frame animation (3.2)
Design Technology	**Geography**	**History**	**Personal, Social, Health Education and Citizenship**
Digital world: Wearable technology - Evaluating Wearable Technology - Light up Wearables - Programming Wearable Technology - Product concept - Point of sale displays - Focus Groups/ Evaluation	**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	**Would you prefer to live in the Stone Age, Iron Age or Bronze Age?** Looking at the chronology of mankind from the Stone Age to today, children are Introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	**Me and My Relationships** Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss **Valuing Difference** Recognising and respecting diversity Being respectful and tolerant My community
Modern Foreign Languages	**Music**	**Physical Education**	**Religious Education**
French Greetings with puppets To greet someone and introduce yourself in French. To use the correct French greeting for time of day. To ask and answer a question about feelings in French. To perform a finger rhyme in French. **French adjectives of colour, size and shape** To recognise and name colour words. To describe shapes by their colour. To describe shapes by their size and colour. To understand and recognise what are cognates and near cognates. In the style of the French artist; Matisse. To follow instructions in French	**Ballads /Harvest songs** Learning what ballads are, how to identify their features and how to convey different emotions when performing… Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad. **Creating compositions in response to an animation (Theme: Mountains)** Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation. **Christmas songs.**	**Fundamentals** balance, run, dodge, hop, jump, skip. **Ball skills** Track, throw, catch, dribble, kick. **Gymnastics** Point and patch balances, jumps, straight roll, barrel roll, forward roll.	**Unit 3.6 Harvest How do people of faith say thank you to God for the harvest?** Why do communities celebrate the harvest? Why do Christians celebrate Harvest Festival? What exactly is being celebrated at harvest? Who celebrates the harvest? How do communities around the world celebrate harvest? Why is the harvest celebrated by people with faith and those of no faith? What does the Harvest Festival, and being thankful mean to you? **Unit 3.2 Christmas** How does the presence of Jesus impact on people's lives? In what ways do Christians believe that God is with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives? In what ways do Christians believe that they are the presence of Jesus in the world today?