Askam Village School Curriculum Plan – 2025-2026

Year 3 Spring Term

<table>
<tr><th>English</th><th>Maths</th><th>Science</th><th>Art and Design</th></tr>
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<td><u>Writing – Literacy tree</u>
<u>Escape From Pompeii - Christina Balit</u>
Setting descriptions, diaries, letters, thought bubbles, newspaper report

<u>The Tin Forest – Helen Ward</u>
Persuasive information poster
Postcard/letter, list poem, diary entries, story

<u>Reading Comprehension</u>
Linked to curriculum areas
Vipers and 60 second reads
SPaG
Spellings – Ed Shed
Handwriting – joining letters</td>
<td><u>White Rose Math Scheme</u>

<u>Number</u>
Multiplication and Division (B)

<u>Measurement</u>
Length and Perimeter

<u>Number</u>
Fractions (A)

<u>Measurement</u>
Mass and Capacity
Times tables – 2, 5, 10, 3, 4 and 8</td>
<td><u>Materials: Rocks and Soils</u>
Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses. Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage.
<u>Energy: Light and Shadows</u>
Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors affect shadows. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</td>
<td><u>Sculpture and 3D art</u>
This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.
Computing
Sequencing sounds (3.3) To explore a new programming environment. To identify that commands have an outcome. To explain that a program has a start. To recognise that a sequence of commands can have an order. To change the appearance of my project. To create a project from a task description.
Desktop publishing (3.5) To recognise how text and images convey information. To recognise that text and layout can be edited. To choose appropriate page settings
To add content to a desktop publishing publication. To consider how different layouts can suit different purposes
To consider the benefits of desktop publishing</td>
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<tr><th>Design Technology</th><th>Geography</th><th>History</th><th>Personal, Social, Health Education and Citizenship</th></tr>
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<td><u>Cooking and Nutrition - Eating Seasonally</u>
Learn about seasonal foods and create a seasonal food tart.
Explain that fruits and vegetables grow in different countries based on their climates.
Understand that seasonal fruits and vegetables grow in a given season and that eating seasonal fruit and vegetables positively affects the environment.
Learn how to peel, chop, snip and grate safely.</td>
<td><u>Who lives in Antarctica?</u>
Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</td>
<td><u>Why did the Romans settle in Britain?</u>
Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</td>
<td><u>Keeping Safe</u>
Managing risk
Decision-making skills
Drugs and their risks
Staying safe online
<u>Rights and Responsibilities</u>
Skills we need to develop as we grow up
Helping and being helped
Looking after the environment
Managing money</td>
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MFL - French	Music	Physical Education	Religious Education
French playground games – numbers & area To count from one to six in French. To count beyond six in French. To use number words to give more information about ourselves. To recognise the numbers one to twelve, written in French. To use the number words one to twelve when playing playground games. **In a French classroom** To understand and response to simple classroom instructions. To name school bag objects and recognise if they are masculine or feminine. To ask and answer a question about something you have or do not have. To read and understand short sentences. To prepare and present a short-spoken text.	**Instrumental scheme:** South Africa **Pentatonic melodies and composition (Theme: Chinese New Year)** Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	**Swimming (x10 weeks)** Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position. **Dodge ball** Throw, catch, dodge, jump. **Dance** Actions, dynamics, space, relationships.	**Unit 3.1 Called by God (8) What does it mean to be called by God?** What does it mean to be called by God? In what ways does God call people? How does God speak to people? What sort of tasks does God call people to do? Who has been/or could be called by God? What is the role of a faith leader who has been called by God? What are the similarities and differences between the role and daily lives of faith leaders? **Unit 3.4 Easter (5)** Is the cross a symbol of sadness or joy? Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?