











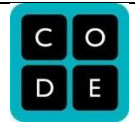










2025/26
Year Group 3



	Autumn Term		Spring Term		Summer Term	
	Inset Monday - Tuesday	Monday inset	Monday inset	Monday inset		
	3 days + 7wks	4 days + 6wks	4 days + 5 wks	4 days + 4 wks	6wks - 1BH	7 wks + 1 day
Reading	Greta and The Giants (2 weeks) Leon and The Place Between (4 weeks) <i>Additional text to use alongside foodbank work: The Great Foodbank Heist</i>	The Pebble in my Pocket (4weeks) The Night before Christmas (2 weeks)	Sam Wu is Not Afraid of the Dark (6 weeks)	Operation Gadgetman (6 weeks)	Wildsmith (6 weeks)	The Magician's Nephew (6 weeks)
Writing	Strong Start Writing (1 week and 3 days) Poetry on a theme (emotions) (1 week) First person narrative descriptions (2 weeks) Non-chronological reports (3 weeks)	Formal letters to complain (2 weeks) Dialogue through narrative (historical stories) (3 weeks) Performance poetry (including poetry from other cultures) (1 week)	Third person narrative (animal stories) (3 weeks) Non-chronological reports (3 weeks)	Advanced instructional writing (1 week) Performance poetry (incl poetry from other cultures) enrichment (1 week) First person narrative descriptions (2 weeks) Flexible block (4 days)	Flexible block (4 days) Third person narratives (animal stories) (3 weeks) Formal letters to complain (1 weeks) Flexible block (4 days)	Formal letters to complain (1 week) Dialogue through narrative (historical stories) (3 weeks) Poetry on a theme (emotions) enrichment (1 week) Advanced instructional writing (2 weeks) Flexible block (2 days)
Spelling	Blocks 1,2,3	Blocks 4,5,6 Spelling assessment	Blocks 7,8 & 9	Blocks 10,11 Spelling assessment	Blocks 12,13,14	Blocks 15,16,17 & Spelling assessment
Handwriting	Week 1- ai and at Week 2- an and am Week 3- ap and aw Week 4- er and ip Week 5- ie and in Week 6- ew and en	Week 1- be and br Week 2- um and un Week 3- ux and xe Week 4- se and ze Week 5- ch and ck Week 6- assess and review	Week 1- at and gh Week 2- sh and th Week 3- il and it Week 4- if and uf Week 5- ef and ff Week 6- assess and review	Week 1- bl and ut Week 2- ed and nd Week 3- ea and ig Week 4- ng and eg Week 5- assess and review	Week 1- ac and fo Week 2- oe and oi Week 3- on and or Week 4- ou and ov Week 5- re and ve Week 6- assess and review	Week 1- oa and on Week 2- wa and wo Week 3- oh and wh Week 4- wl and rl Week 5- on and ok Week 6- of Week 7- assess and review

	Week 7- assess and review					
Maths	Place value (3 weeks) Addition and subtraction (4 weeks)	Addition and subtraction (3 weeks) Multiplication and division (3 weeks)	Multiplication and division (4 weeks) Length and perimeter (2 weeks)	Length and Perimeter (1 week) Fractions (3 weeks) Mass and capacity (1 week)	Mass and Capacity (2 weeks) Fractions (2 weeks) Money (2 weeks)	Time (3 weeks) Shape (2 weeks) Statistics (2 weeks)
Science	 Animals Including Humans (7 weeks)	 Rocks (6 weeks)	 Forces and Magnets (5 weeks)	 Forces and Magnets (3 weeks)  Light (1 week)	 Light (6 weeks)	 Plants (7 weeks)
RE 	L2.1 What do different people believe about God? (Christian, Hindu, Muslim) L2.2 Why is the Bible so important for Christians today?		L2.4 Why do people pray?		L2.7 What does it mean to be a Christian in Britain today?	
 History		How did technology evolve between the Stone Age to the Iron Age?		What is the legacy of Ancient Greeks?		
 Geography	Human and Physical Geography- Settlements and Land Use (6)		Environmental- Transport and Air Pollution Local Area (3+ 3 field work)		Human and Physical – Rivers (6)	
Forest school	Forest school every other week					
Computing	 Animation 1	 Connecting Computers	 Course C	 Numbers - Charts	 Exploring & Animations Units	 GarageBand 1
Digital learning				Chatterpix (history) Keynote (history)	Flood green screen videos (geography)	Pages (science)
Music	Let Your Spirit Fly Intro to Recorders cont...		REGGAE Three Little Birds Intro to Recorders cont... plus use The Dragon Song for extra resources		Glock Stage 1 (use recorders) plus use Bringing Us Together for extra resources Reflect, Rewind and Replay	

 DT		<u>Cross stitch bookmarks</u> Textiles & Materials	<u>Moving posters</u> Mechanisms and Mechanical systems (link to air pollution)		<u>Greek inspiration</u> Structures & Architecture (link to previous term's learning)	
Art	<u>Abstract Art</u> Wassily Kandinsky			<u>Art Deco</u> René Lalique		<u>City Scope Art</u> Camille Pissarro
<u>Languages: French</u>	RIGOLO 1 UNIT 1 <u>Bonjour</u> <ul style="list-style-type: none"> Greet and say goodbye to someone Ask someone's name and say your own Ask how someone is and respond to same question Learn some basic nouns Count numbers 1-10 		RIGOLO 1 UNIT 2 <u>En Classe</u> <ul style="list-style-type: none"> Identify classroom objects Identify colours, and describe an objects colour <ul style="list-style-type: none"> Say your age Recognise and repeat classroom instructions 		RIGOLO 1 UNIT 3 <u>Mon Corps</u> <ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions 	
PE	<u>Games</u> Dribbling and passing with feet	<u>Games</u> Net games – using hands and racket	<u>Games</u> Passing and moving with hands <u>Gymnastics</u> KS2 hall		Athletics	OAA
 RSHE	Regulation Zones (2) Lesson 5 and 6 Setting Ground Rules (1) Family and Relationship (1-3)	Regulation Zones (1) Lessons 7 Family and Relationship (4-8) <u>Antibullying week (1)</u>	Health and Wellbeing (1-3) LGBTQ Assembly (1) <u>First aid (1)</u>	Regulation Zones (1) Lesson 8 Health and Wellbeing (4 - 7) Safety and changing Body Lesson 3 (no First aid)	Regulation Zones (1) Lesson 9 Safety and changing Body (4 – 7) Economic wellbeing Lesson 1	Economic wellbeing Lessons 3 and 6 <u>Walkability (4)</u> Transition (1)
Trips and Visitors		Portals of the Past Stone Age Workshop visit 19.11.25 Lesnes Abbey- Rocks and Soils workshop 2.12.25	Young Voices at the O2- 20.1.26 Local walk transport	Food bank	Deptford creek workshop Walkability	Hindu Temple (28.4.26 tbc)
Power of Me	Responsible Me: Class jobs, iPad charter Digital Me: Learning through iPads	Adventure Me: Stone Age workshop	Performer Me: Young Voices	Giving Back Me: Trip to local food bank with donations	Adventure Me: Deptford creek Safer Me: Walkability	Different Me: Celebrating and valuing different religions

	Caring me: Asking local shops for donations to our food bank				
Power of We	<u>I do</u>	<u>We do</u>	<u>You do</u>		
	<p>Hook: Unfair picnic Outcome: Work with Mrs Evans to create food hampers for families at Barnehurst during the Christmas period.</p> <p>Collect food from the school community.</p>	<p>Outcome: Trip to a local food bank to take food donations and help create parcels there.</p>	<p>What can we do do help those living without basic needs? Possible Outcomes:</p> <ul style="list-style-type: none"> • Give to a local food bank. • Donate clothes to a clothes bank that no longer fit you. • Sell your old toys or clothes/do a sponsored event to raise money for a food bank/charity that fights poverty. • Make donations to a friend/family member/neighbour in need. • Write to your local MP to ask them how to help tackle people living in poverty. • Volunteer at a local food bank. 		