



## Y3 2024-2025

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn <i>Stone Age Rocks!</i>		Spring 1 <i>UK Explorers</i>		Summer <i>Tomb Raiders!</i>	
	<i>Super Stockport</i> <i>(15 weeks)</i>		<i>(13 weeks)</i>		<i>Weather and Climate</i> <i>(11 weeks)</i>	
<b>Enrichment Experiences</b>	Resource box from 10000 BC for immersion Marvellous Histories – Stone Age Day Walking tour of Hazel Grove					
<b>British Values and SMSC</b>	Service	Trust/Trustfulness				
<b>English – Writing</b> (Literacy Tree)	The first drawing (2 weeks)  Tin Forest (2 weeks)	The Day I swapped my Dad for a goldfish (3 weeks)  <b>ANOTHER TEXT TBC</b>	Flotsam (3 weeks)  Leon and the Place Between (3 weeks)	The Tear Thief (3 weeks)  The Heart and the Bottle (3 weeks)	The story of Tutankhamun (3 weeks)  Cinderella of the Nile (3 weeks)	Black Dog (3 weeks)
<b>English – Reading</b> (Pathways)	The Sea Book	The Iron Man	The Thames and the Tide Club: The Secret City	The morning I met a whale/Why would anyone hurt a whale?	Usbourne illustrated atlas of Britain and Ireland	Egyptian Cinderella/Wonderful Things
<b>Spelling</b>	Words with long el sound spelt with ei e.g. eight  Words with long el sound spelt with ey e.g. obey  Words with long el sound spelt with ai e.g. straight  Words with long er sound spelt with ear e.g. earth  Homophones and near homophones e.g. here, hear	Creating adverbs using the suffix -ly (no change to root word) e.g. kindly  Creating adverbs using the suffix -ly (root word ends in y with more than one syllable) e.g. happily  Creating adverbs using the suffix -ly (root word ends in le) e.g. gentle  Creating adverbs using the suffix -ly (root word ends in ic or al) e.g. basically, actually  Creating adverbs using the suffix -ly (exceptions to the rules) e.g. truly  Statutory spelling challenge words e.g. believe	Words with short l sound spelt with y e.g. myth  Adding suffixes beginning with a vowel (er, ed, ing) e.g. gardener, limited, forgetting  Using the prefix mis e.g. misspell  Using the prefix dis e.g. dislike	Words with a k sound spelt with ch e.g. scheme  Homophones and near homophones e.g. grate, great  Homophones and near homophones e.g. sent, scent  Adding the prefix bi (meaning two or twice) and adding the prefix re (meaning again and back) e.g. bicycle, reappear  Words ending in the g sound spelt gue and the k sound spelt que e.g. league, unique  Words with a sh sound spelt with ch e.g. chef	Statutory spelling challenge words e.g. address  Words ending in ary e.g. library  Words with a short u sound spelt with o e.g. woman  Words with a short u sound spelt with ou e.g. enough  Word families based on common words, showing how words are related in form and meaning e.g. instruct, instruction  Word families based on common words, showing how words are related in form and meaning e.g. scope, telescope	Word families based on common words, showing how words are related in form and meaning e.g. press, express  Words ending in the suffix al e.g. natural  Words ending with a zhuh sound spelt with sure e.g. treasure  Words ending with a chuh sound spelt with ture e.g. creature  Silient letters e.g. island
	<ul style="list-style-type: none"> <li>• Can I use further prefixes and suffixes and understand how to add them?</li> <li>• Can I spell words that are often misspelt?</li> <li>• Can I place the possessive apostrophe accurately in words with regular singular plurals and in words with irregular plurals?</li> <li>• Can I use the first two or three letters of a word to check its spelling in a dictionary?</li> <li>• Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far?</li> <li>• Can I spell at least 45 words out of the 55 Year 3 statutory spelling list?</li> </ul>					



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<b>Grammar and Punctuation</b>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> <li>• Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although?</li> <li>• Can I use the present perfect form of verbs in contrast to the past tense?</li> <li>• Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?</li> <li>• Can I use conjunctions, adverbs and prepositions to express time and cause?</li> <li>• Can I use fronted adverbials?</li> <li>• Can I indicate possession by using the possessive apostrophe with plural nouns?</li> </ul> <p>Learning the Grammar for Y3:</p> <p>(3) Can I form nouns using a range of prefixes (super-, auto-, anti-)</p> <p>(3) Can I use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>(3) Can I use word families based on common words, showing how words are related in form and meaning (solve, solution)</p> <p>(3) Can I express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>(3) Can I use adverbs? [for example, then, next, soon, therefore]</p> <p>(3) Can I use prepositions? [for example, before, after, during, in, because of]</p> <p>(3) Can I use the present perfect form of verbs instead of the simple past?</p> <p>(3) Can I introduce inverted commas to punctuate speech?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined?</li> <li>• Can I increase the legibility, consistency and quality of their handwriting?</li> </ul>						
<b>Maths</b>	Number: Place Value ( <i>wks 1 to 3</i> )  Number: Addition and Subtraction ( <i>wks 4 to 8</i> )	Number: Addition and Subtraction ( <i>wks 4 to 8</i> )  Number: Multiplication and Division ( <i>wks 9 to 12</i> )	Number: Multiplication and Division ( <i>wks 1 to 3</i> )  Measurement: Money ( <i>wks 4 to 5 ½</i> )  <i>Statistics (wks 5 ½ to 7)</i>	Measurement: Length and Perimeter ( <i>wks 7 to 9 ½</i> )  Number: Fractions ( <i>wks 9 ½ to 11</i> )  Consolidation) ( <i>wk 12</i> )	Number: Fractions ( <i>wks 1 to 3</i> )  Measurement: Time ( <i>wks 4 to 6</i> )	Geometry: Properties of Shape ( <i>wks 7 to 8</i> )  Measurement: Mass and Capacity ( <i>wks 9 to 11</i> )  Consolidation) ( <i>wk 12</i> )	
<b>Geography</b>	Super Stockport! (Land use- fieldwork unit on local town features and transport links) (Gr)		UK Explorers (The UK and my region) (Gr)			Weather and Climate (Gr – Y4)	
<b>History</b>	Changes in Britain from Stone Age to Iron Age				The achievements of the earliest civilisations (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China) – an overview of where and when the first civilizations appeared. A depth study of Ancient Egypt.		
<b>Science</b> (Kapow)	Rocks and soil (6 lessons)	Animals: Movement and nutrition (6 lessons)	Forces and magnets (6 lessons)	Light and shadows (6 lessons)	Plant reproduction (6 lessons)	Making connections: Does hand span affect grip strength? (5 lessons)	
<b>Art &amp; Design</b> (Kapow)	Painting and mixed media – <i>Prehistoric painting</i> (5 lessons)		Drawing – <i>Growing artists</i> (5 lessons)		Craft and design – <i>Ancient Egyptian Scrolls</i> (5 lessons)		Sculpture and 3D – <i>Abstract shape and space</i> (Summer Term – link with Maths) (5 lessons)
<b>D&amp;T</b> (Kapow)	Programming: Digital World – <i>Wearable Technology</i> (6 lessons)	Structures – <i>Constructing a castle</i> (4 lessons)			Mechanical systems - <i>Pneumatic Toys (Leon and the place between)</i> (4 lessons)	Food – Eating seasonally (6 lessons)	



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<b>Music</b> (Charanga)	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The dragon song	Bringing us together	Reflect, Rewind and Replay			
<b>MFL</b> (Language Angels)	Phonetics lesson 1 (C) I am Learning	Fruit (E)	I Can (E)	Ancient Britain or Little Red Riding Hood (E)	Presenting Myself (I)	Family (I)			
<b>RE</b>	<b>BELIEVING</b> What do people believe about God?	<b>BELIEVING</b> Why is the Bible important to Christians today?	<b>EXPRESSING</b> Why do people pray?	<b>EXPRESSING</b> Why are festivals important to religious communities?	<b>LIVING</b> What does it mean to be a Christian in Britain today?				
<b>Computing</b>	Computing systems and networks – Connecting computers	Creating media – Animation	Programming A – Sequence in music	Data and information – Branching databases	Creating media – Desktop publishing	Programming B – Events and actions			
<b>PE</b>	Football Dance	Dance Hockey	Gymnastics Basketball	Netball Gymnastics	Cricket Tennis	Athletics Rounders OAA			
<b>PSHE &amp; RSHE</b>	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
	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	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places