

<b>Main Project</b>	<b>Through the Ages (History)</b>		<b>Rocks, Relics and Rumbles (Geography)</b>		<b>Emperors and Empires (History)</b>	
<b>Other Projects</b>	Contrast and Complement (A&D) Animal nutrition and the skeletal systems (Science)	One Planet, Our World (Geography) Cook well, Eat well (D&T)	Ammonite (A&D) Forces & Magnets (Science)	Making it Move (D&T)	Beautiful Botanicals (A&D) Plant Nutrition and Reproduction (Science)	Light & Shadows (Science) Greenhouse (D&T)
<b>WOW</b>	Prehistoric Afternoon		Rock Investigation		Roman Experience	
<b>Shared Reading texts</b>	The Wild Robot - Peter Brown	Stig of the Dump - Clive King	The Firework Maker's Daughter - Phillip Pullman	Escape from Pompeii - Christina Balit  An extract from 'Everything Volcanoes and Earthquakes' by Kathy Furgang	Queen of darkness by Tony Bradman	Roman Tales: The Goose Guards - Terry Deary  The Romans: Gods, Emperors and Dormice by Marcia Williams
<b>Class reading for pleasure texts</b>	The Wild Way Home – Sophie Kirtley	The Wild Way Home – Sophie Kirtley	The Train to Impossible Places - P.G. Bell	The Train to Impossible Places - P.G. Bell	The Lion Above the Door - Onjali Q. Rauf	The Lion Above the Door - Onjali Q. Rauf
<b>Writing texts</b>	The Incredible Book Eating Boy - Oliver Jeffers My Strong Mind - Niels van Hove	Autumn is Here I asked the little boy who couldn't see	Stone Age Boy - Satoshi Kitamura Skara Brae - Dawn Finch	Skeletons and Muscles - Ben Hoare Autumn is Here	Flood - Alvaro F. Villa Street Beneath My Feet - Charlotte Guillain and Yuval Zommer	The True story of the three little pigs The Journey of Iliona - A Young Slave Based on the book Roman Diary: 1 (Diary Histories) by Richard Platt

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<p><b>English genres</b></p>	<p>Narrative comedy – Write a story about another ‘incredible’ person to Year 1.</p> <p>Non-fiction – instruction – Write own ‘How to...’ instructions for themselves.</p>	<p>Poetry – Write their own seasonal poem for their class teacher.</p> <p>Non-fiction – persuasive post – A persuasive post on a food product</p>	<p>Narrative story – Stone Age Boy - Write a new story with the same plot from a different time period for Year 2.</p> <p>Non-fiction – holiday brochure – Write a persuasive visitor brochure for Stonehenge for their parents.</p>	<p>Poetry – Write a different colour poem for themselves.</p> <p>Non-fiction – non chronological report – Write a non-chronological report about a chosen invertebrate for Year 4.</p>	<p>Narrative tragedy – Write about the flood returning and a family member not coping well for Year 5.</p> <p>Non-fiction – explanation – Write an explanation text about The Sky Above My Eyes for Year 2.</p>	<p>Narrative – Traditional Tale with a twist – The True story of the 3 little pigs! Changing a traditional tale for Year 1 pupils.</p> <p>Non-fiction – Diary entry – Roman slave. Writing a diary entry with a historical point of view for their peers.</p>
<p><b>Geography</b></p>		<p>One Planet, Our World (Geography)</p>	<p><b>Rocks, relics and rumbles</b> - Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps</p>			
<p><b>Computing</b></p>	<p>Computing systems and networks – Connecting computers</p>	<p>Creating media – Animation</p>	<p>Programming A – Sequence in music</p>	<p>Data and information – Branching databases</p>	<p>Creating media – Desktop publishing</p>	<p>Programming B – Events and actions</p>
<p><b>Art</b></p>	<p><b>Contrast and Complement</b> - Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary</p>		<p><b>Ammonite</b> - Sculpture</p>		<p><b>Beautiful Botanicals</b> - Weaving with natural materials; Botanical art and illustration; Observational drawing; Unit and</p>	

	colours; Analogous colours				lino printing; Botanical study	
<b>DT</b>		<b>Cook well, eat well</b> - Food groups; Eatwell guide; Methods of cooking; Cooking appliances; Hygiene rules; Making taco fillings		<b>Making it move -</b> Cam mechanisms; Designing and making automaton toys; Cutting, joining, strengthening and finishing		<b>Greenhouse -</b> Features of greenhouses; Significant designers – Sir Joseph Paxton and Sir Nicholas Grimshaw; Strengthening techniques; Using tools and safety rules; Properties of materials; Constructing strong frameworks
<b>History</b>	<b>Through the ages</b> - Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry				<b>Emperors and empires</b> - Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy	
<b>Music</b>	Ukulele – First access project - NMPAT		-sing songs in a variety of styles with confidence with awareness of pitch and awareness of the shape of a melody (phrasing) -keep a steady beat on an instrument individually/in a group		-chant or sing in two parts with an awareness of others -combine musical sounds with narrative and movement -perform a composed piece to a friendly audience, as a member of a group or class	

			<ul style="list-style-type: none"> <li>-maintain a melodic or rhythmic ostinato to accompany a song</li> <li>-use tuned percussion with increasing confidence</li> <li>-compose words and actions to go with songs</li> <li>-recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc</li> </ul>		<ul style="list-style-type: none"> <li>-listen to their own compositions and use musical language to describe what happens in them</li> <li>-songs with a recognised structure (verse and chorus/ call and response)</li> <li>-demonstrate an awareness of character or style in performance</li> <li>-follow simple hand directions from a leader</li> </ul>	
PSHE/RSE	<p><b>How can we be a good friend?</b> <b>What keeps us safe?</b></p>		<p><b>What are families like?</b> <b>What makes a community?</b></p>		<p><b>Why should we eat well and look after our teeth?</b> <b>Why should we keep active and sleep well?</b></p>	
No Outsiders	<p><b>This Is Our House</b> Michael Rosen</p> <p>Caring friendships – I know what discrimination is/I can recognise discrimination/I know how to make sure discrimination doesn't happen in my class</p>	<p><b>We're all Wonders</b> FJ Palacio</p> <p>Respectful relationships – I know we are all different/I know sometimes people try to fit in/I can recognise my differences/I am proud of my differences</p>	<p><b>The Truth About Old People</b> Elina Ellis</p> <p>Respectful relationships – I know what a stereotype is/I can recognise a stereotype/I can challenge stereotypes</p>	<p><b>I am Nefertiti</b> Annemarie Anang and Natelle Quek</p> <p>Respectful relationships – I know everyone has a name/I know why names are important/I know why I don't get to decide what to call you</p>	<p><b>Shu Lin's Grandpa</b> Matt Goodfellow and Yu Rong</p> <p>Caring friendships – I know we were all new in class once/I can remember how it feels when you don't know anyone/I can show empathy</p>	<p><b>Aalfred and Aalbert</b> Morag Hood</p> <p>Respectful relationships – I know there are more things that we have in common can divide us.</p>
Science	<p><b>Animal nutrition and the skeletal systems</b> - Learn</p>	FJ Palacio	<p><b>Forces and magnets</b> Pushing and pulling forces; Contact</p>		<p><b>Plant Nutrition and Reproduction</b> - Plant parts; Root</p>	<p><b>Light and Shadows</b> - Investigate the phenomena of</p>

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	about the role of a skeleton and muscles and identify animals with different types of skeleton.		forces; Friction; Force meters; Bar charts; Non-contact forces; Magnetism; Magnetic attraction and repulsion; Magnetic fields; Magnetic properties; Magnetic Earth; Uses of friction and magnetism; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research		systems; Stems; Water transport; Investigating leaves; Life cycle of flowering plants; Flower parts; Researching pollination; Seed formation and dispersal; Variation in plant needs; Working scientifically – Identifying and classifying, Observing changes over time, Pattern seeking, Research, Comparative test	reflections and shadows, looking for patterns in collected data. The risks associated with looking at the Sun are also explored.
<b>PE</b>	Gymnastics Unit 1 Football	Gymnastics Unit 2 Hockey	Dance Tennis	Fitness OAA	Basketball Athletics	Rounders Netball
<b>RE</b>	Christianity The Church Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated	Christianity Know an outline of the ministry of Jesus, with some significant events Cycle of the Christian year	Islam Mosque – understand the role of the Imman Prophet Muhammed - Muslims follow the example of Prophet Muhammad. What are key things that	Sikhism Knowledge and Belief Meaning and Purpose Explore Sikh belief about God expressed in the Mool Mantar What are the key features of the	Buddhism Deity and Key Figure Place of Worship Features of Buddhist Centres (including temples, shrines, artefacts and offerings	Humanism Knowledge and Belief Valuing and celebrating human life by marking key moments in people’s lives such as births,

			can be seen from his life?	Gurdwara and how may they differ in different parts of the world.		weddings and deaths. Other World Views
MFL (KS2)	I'm Learning French	Animals	Musical Instruments	I am able	Ice-Creams	Vegetables

**Maths**

## *Power Maths Year 3, yearly overview*

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A  (Term 1)	Number – number and place value	1	Place value within 1,000	13
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	13
	Number – multiplication and division	4	Multiplication and division (1)	5
	Number – multiplication and division	5	Multiplication and division (2)	13
Textbook B / Practice Workbook B  (Term 2)	Number – multiplication and division	6	Multiplication and division (3)	13
	Measurement	7	Length and perimeter	11
	Number – fractions	8	Fractions (1)	10
	Measurement	9	Mass	7
	Measurement	10	Capacity	6
Textbook C / Practice Workbook C  (Term 3)	Number – fractions	11	Fractions (2)	8
	Measurement	12	Moneys	5
	Measurement	13	Time	12
	Geometry – properties of shapes	14	Angles and properties of shapes	9
	Statistics	15	Statistics	7