# Stakeford Primary School

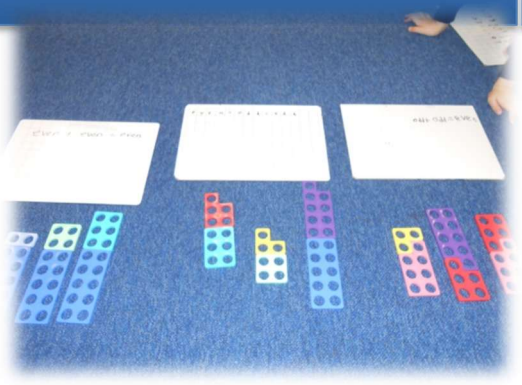
## Year 3 Curriculum Information



2026 - 2027









*Stakeford Primary School*

*Curriculum Intent*

| *Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation**, **aspirations**, **skills** and **knowledge** to become lifelong learners.* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *Our curriculum will provide us with:* | | | | | | | | |
| *S* | *T* | *A* | *K* | *E* | *F* | *O* | *R* | *D* |
| *Skills to help us communicate with a rich and varied vocabulary.* | *Time and support to ensure we are fluent readers, with a desire to read.* | *A firm foundation in basic skills so we have the building blocks for our future learning.* | *Knowledge of the wider world in which we live* | *Engaging and enjoyable learning experiences to inspire us.* | *Friendships, relationships and an understanding of self.* | *Opportunities to revisit and develop skills to help us excel.* | *Readiness for the next stage in education and life.* | *Determination and resilience to achieve our potential.* |

*As a school we believe that reading is the key to unlock all learning. In year 3 (Lower Key Stage 2), time is spent to ensure children are fluent readers with good comprehension skills. All English fiction units are focused around a central text. Children also cover poetry and non-fiction during English sessions. Our school uses the Bug Club reading scheme across school and children continue using a spelling scheme from Twinkl in Year 3.*

*Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall.*

*Other curriculum subjects are taught across the year to ensure that over the whole of KS2, children visit the objectives of the National Curriculum in sufficient breadth and depth.*

*Topics in the table below marked with a* 🌍 *indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.*

Autumn Term

| Year 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | **Non-Fiction: Instructions** Children will learn to write instructions using organisational devices and imperative language | | **Stitch Head** Children will engage in a range of activities based on the share text, including: making notes; creating characters; writing an alternative ending to the story. | | | | **Poetry: The Lost Words** Children will read and write kennings using powerful verbs and conjunctions | | **Non-Fiction: Explanations** Children will learn the difference between instructions and explanations and learn to use organisational features. | | **Shakespeare: A Midsummer Night's Dream** Children will focus on character and write a character description. | | **Poetry: Free Verse** Children will develop an understanding of what Free Verse is and write their own free verse poetry, drafting and editing. | | |
| Maths | Place Value | | | | Addition and Subtraction | | | | | | Multiplication and Division | | | | |
| Science | **Rocks:** Types of Rocks; Grouping Rocks; Fantastic Fossils; Mary Anning; Soil Formation; Soil Profiles | | | | | | | | **Animals Including Humans:** Nutrition; Food Labels; Skeletons; Human Skeleton; Muscles; Investigation | | | | | | |
| History | | | | | | | | | **Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?** How long go did prehistoric man live?; What does Skara Brae tell us about life in the Stone Age?; Who was this Bronze Age man?; What was the impact of bronze in prehistoric Britain?; How did trade change lives in Iron Age Britain?; What changed between the Stone Age and the Iron Age? | | | | | | |
| Geography | **Fieldwork Enquiry: Local Land Use** What are the different types of land use?; How can we use ordnance survey maps to identify land use?; What can we find out about land use in our area?; How can we use maps to present land use data?; How do you wish land use was used in our local area?; Is the land | | | | | | | | | | | | | | |
| Art/DT | **Juggling Balls (DT):** Product Analysis; Designing; Tie-Dye; Filling and Hemming; Decorative Fabric; Shaping and Joining | | | | | | | | **European Art (Art):** Drawing Broken Buildings; Painting on the Ceiling; Shape Houses; Drawing Portraits with a Rubber; Making Paper Hats; Growing a Moustache. | | | | | | |
| Computing | **Online Safety:** Beliefs, opinions and facts on the internet; Who should I ask?; When being online makes me upset; Sharing of information; Rules of social media platforms. | | | | | | | | **Programming Scratch:** Tinkering with Scratch; Storytelling in Scratch; Planning a remix; Remixing an animation; Evaluating an animation | | | | | | |
| Music | **Learning an instrument:** Learn to play ukuleles; read music; learn about different styles of music. | | | | | | | | | | | | | | |
| RE | **Christianity** Who and Where?; Main Beliefs; Special Places; Special Festivals; Holy Book; Symbols and Meanings | | | | | | | | **The Nativity:** Mary and Joseph; The Journey; A Baby is Born; The Shepherds; A New Star Appears; King Herod | | | | | | |
| PE | **Multi-skills:** Sessions led by NUFC coaching | | | | | | | | | | | | | | |
| PSHE | **Be Yourself:** Pride; Feelings; Express yourself; Know your mind; Media wise; Making it right | | | | | | | | **Safety First:** New responsibilities; Risks, hazards and danger; Under pressure; Safety when out and about; Dangerous substances; Injuries and emergencies. | | | | | | |

Spring Term

| Year 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| English | **Non-Fiction: Information Texts**<br>To write an information text using organisational features and technical vocabulary. | | **How to be a Viking**<br>Children will engage in a range of activities based on the share text, including: summarising; retelling a story; writing a story; creating a fact file, developing an understanding of the difference between fact and opinion. | | | | **Non-Fiction: Newspaper Reports**<br>Children will write news reports looking at fact/opinion, revisiting conjunctions. | | **The Nothing to See**<br>Children will apply their newspaper report skills to report on the events in the text. | | **Poetry: Kennings**<br>Children will revisit kennings experimenting with alliteration and onomatopoeia |
| Maths | **Multiplication and Division** | | **Length and Perimeter** | | | | **Fractions A** | | **Mass and Capacity** | | |
| Science | **Forces and Magnets:**<br>Pushes and pulls; faster and slower; Scrapyard challenge; Magnet strength; Magnet poles; Marvellous magnets | | | | | | **Plants:**<br>Parts of a plant; What do plants need to grow; What have you found out; Moving water; Fantastic flowers; Life cycle | | | | |
| History | **Why did the Romans invade and settle in Britain?**<br>What was it like to live in Ancient Rome?; Why did the Romans invade and settle in Britain?; How did Britons respond to the Roman invasion?; Why was the Roman army so successful?; What do artefacts suggest about the lives of Roman soldiers in Britain?; What was the legacy of the Roman Empire in Britain. | | | | | | | | | | |
| Geography | | | | | | | **Volcanoes And Earthquakes:**<br>What is inside the earth?; How are volcanoes structured? What causes different types of volcanoes?; What effects do volcanic eruptions have on people and the environment?; What do earthquakes happen?; How do people manage the effects of earthquakes?; Why do people live near tectonic hazards? | | | | |
| Art/DT | **Mechanical Posters (DT):**<br>Mechanical systems; Levers and linkages; Designing; Prototypes; Finishing a product; Finishing techniques | | | | | | **Fruit and Vegetables (Art):**<br>Drawing peppers in charcoal; Sculpting peppers in clay; Drawing fruit and vegetables in colour; Painting fruit and vegetables; Designing fruit and vegetables on fabric; Finishing fruit and vegetable softies on fabric | | | | |
| Computing | **Google Emailing:**<br>Communicating with technology; Sending an email; Adding attachments; Be kind online; Fake emails | | | | | | **Journey Inside a Computer:**<br>Inputs and outputs; Building a paper laptop; Following instructions; Computer memory; Dismantling a tablet | | | | |
| Music | **Learning an instrument:**<br>Learn to play djembe drums; read music; learn about different styles of music. | | | | | | | | | | |
| RE | **Judaism**<br>Who and where?; Main beliefs; Special places; Special festivals; Holy Book; Symbols and meanings. | | | | | | **Good Friday**<br>The Easter story; The last supper; Prayer; Maximillian Kolbe; The cross and the resurrection; New life | | | | |
| PE | **Net And Wall Games**<br>Sessions led by NUFC coaching | | | | | | **Striking and Fielding**<br>Sessions led by NUFC coaching | | | | |
| PSHE | **Diverse Britain**<br>Living in the British Isles; Democracy; Rules, law and responsibilities; Liberty; Tolerance and respect; What does it mean to be British? | | | | | | **VIPs:**<br>Family and friends; Fabulous friends; Good relationships; Falling out; Bullying | | | | |

Summer Term

| Year 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | **Poetry: Q & A**<br>Children will read and explore question and answer poems before planning and writing their own. They will use a range of conjunctions in their writing and will perform their own poem to complete the unit. | | **Non-Fiction: Recounts**<br>Children will recount events in diary entries and witness statements using the present perfect tense. | | | **Plague – A Cross on the Door**<br>Children will write a diary entry in character. They will create detail in their writing using fronted adverbials as well as themed paragraphs. | | **Krindlekrax**<br>Children will explore persuasive writing in this unit. They will use their senses to describe a setting and will retell a story in chronological order. | | | **I Was There – 1066 The Norman Conquest**<br>Children will write descriptions of characters and think about character feelings at different points in the story. They will learn about onomatopoeia and use this in their own writing. | | | |
| Maths | **Fractions** | | **Money** | | | **Time** | | | **Shape** | | | **Statistics** | | |
| Science | **Light:**<br>Light and dark; Reflective surfaces; Marvellous mirrors; Sun safety; Making mirrors; | | | | | | | **Bio-Diversity - Birds**<br>Bird spotting; human impact on bird habitats; Enriching environments; Migration; Impact of enriching environments | | | | | | |
| History | **What Was Important to Ancient Egyptians?**<br>Where and when did the first civilisations appear?; Why was the River Nile important to ancient Egyptians?; How do we know so much about ancient Egyptians?; What do sources suggest about gods and goddesses?; What did people in Ancient Egypt believe happened after death?; Who ruled ancient Egypt and what happened to them when they died? | | | | | | | | | | | | | |
| Geography | | | | | | | | **Reginal Study – European Italy/Sicily:**<br>Where is Europe and what is it like?; Where is Sicily and what is it like?; What is our local region like?; How does land use compare in our local region and Sicily?; How does climate compare in Sicily and our local region?; How does life compare in Sicily and our local region? | | | | | | |
| Art/DT | **Edible Gardens (DT):**<br>Naming and growing herbs; Pesto and pasta; Sweet strawberries; Strawberry smoothies; Tasting and growing tomatoes; Cooking with tomatoes | | | | | | | **Insects (Art):**<br>Drawing insects in pencil; Drawing insects in colour; Designing insect mosaics; Making insect shadow puppets; Making insect sculptures; Finishing insect sculptures | | | | | | |
| Computing | **Programming Music**<br>Introduction to Scratch; Programming sprites; sequences; ordering commands; making an instrument. | | | | | | | **Programming Events and Actions:**<br>Moving a sprite; Maze movement; Drawing lines; Adding features; Debugging movement; Making a project | | | | | | |
| Music | **Learning an instrument:**<br>Learn to play djembe drums read music; learn about different styles of music. | | | | | | | | | | | | | |
| RE | **Making the World a Better Place**<br>What makes our world a good place?; Why do Christians believe helping others matters?; why is helping others important in Judaism?; Can people help others even if they are not religious?; How do charities ake the world a better place?; How can we make our school and community a better place? | | | | | | | Hinduism Dharma<br>Pupils explore Dharma in Hinduism and how it guides people to make good choices, fulfil responsibilities and live well with others. | | | | | | |
| PE | **Attack and Defence**<br>Skills sessions led by an NUFC teacher | | | | | | | **Modified Team Games**<br>Skills sessions led by an NUFC teacher | | | | | | |
| PSHE | **It's My Body:**<br>My body, my choice; Fit as a fiddle; Good night, good day; Cough. Splutter, sneeze; Drugs: healing or harmful?; Choices everywhere | | | | | | | **One World:**<br>Work based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. | | | | | | |