

**Year 3, 2025-2026**

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	Autumn Term						Spring Term				Summer Term				
Project title	Everybody's welcome!		Stones to Steel		A Winter's Wisp		Fantastique France		Force of Nature		Fossil Frenzy		Secret Garden		
Weeks	1 week 3 days Transition project		6 weeks		7 weeks		6 weeks		5 weeks		5 weeks 4 Days		7 weeks 3 days		
Foundation subjects	PDL		Hist.	Art	Science	Art	DT	Geog.	Art	Science	DT	Science	Geog.	Science	Art
Hook	Merton Values & class charter		Iron Age Day		Wisp arrives in the classroom.		French Day		Ai interview with an Arctic Jellyfish		Create their own salt dough fossils		Seeds/ bulbs given to grow and care for.		
Project Outcome & Intended Audience			Exhibition for parents to share writing tasks, cave paintings.  Whole school		Exhibition to parents.  Parents		Merton French Art Gallery and coffee fundraiser for Y3 parents.  Parents to view art outcomes/ French café		Create class book of arctic animals  Exhibition to other Year 3 class.		Exhibition to other Year 3 class.		Artwork exhibition to other students/ parents showcasing their still-life drawings. Parent audience		
Trips, experiences & visitors			TTRS day  Iron Age workshop		Support with sewing (DT)		French day/ workshop  Visit from member of Hindu religion (RE link)		Residential (bi-annual)  World Book Day		Natural History Museum visit  Visit to St Bedes (RE link)		Transition day		
Writing Focus  Outcome  Purpose Audience Layout	Sentencing assessment based on the text The Everywhere Bear by Julia Donaldson highlighting key areas of 'new' school. Purpose – To inform others. Audience – Pupils in year group. Layout features – varying sentences		Instructions based on the text How to wash a Wolly Mammoth Purpose – To explain and instruct. Audience – Children in Year 4. Layout features – Title, sub-headings, numerical steps.  Non-chronological report on Stone Age settlements. Purpose – To inform. Audience – Children in other schools using artefact box. Layout features – Title, sub-headings, captions, pictures, facts.		Narrative introducing dialogue Purpose – To entertain & describe. Audience – Children in Year 5. Layout features – Adjectives, adverbs, speech, simple, compound, complex sentences, paragraphs.  Diary entry Purpose – To recount Audience – Personal book. Layout features - sentence structure, first person, past tense, emotive language  Descriptive paragraph of character. Purpose – To entertain. Audience – Children in other classes. Layout features – Adjectives, nouns adverbs, verbs, simple, compound sentences		Informal Letter home from Paris Purpose – To inform and engage. Audience – Those at home Layout Features – to and from lines, paragraphs, address  Tourist information leaflet for people visiting Paris, France. Purpose – To inform. Audience – Visitors to Paris, France. Layout Features - Title, sub-headings, captions, pictures, facts.		Non-chronological report on an arctic animal Purpose – To inform. Audience – How to spot and identify an arctic animal. Layout features – Title, sub-headings, captions, pictures, facts.  Formal letter Purpose – To inform and communicate. Audience – Thanking an author following a study of their texts/ storytelling Layout Features – to and from lines, paragraphs, address		Information text to explain what lies beneath our toes Purpose – To inform and explain. Audience – Book for library Layout features - Title, sub-headings, numerical steps, explaining how and why in logical paragraphing.  Descriptive paragraph of character. Purpose – To entertain. Audience – Children in other classes. Layout features – Adjectives, nouns adverbs, verbs, simple, compound sentences		Narrative including dialogue Purpose – To entertain. Audience – Publishing company. Layout - Varying sentence types, fronted adverbials, different openers, speech, setting description, character description  Information text based on an imaginary dragon Purpose – To explain and instruct. Audience – Children in Year 4. Layout Features – Title, sub-headings, numerical steps, explaining how and why in logical paragraphing.  Poetry Purpose – To entertain Audience – Parents and carers. Layout Features – free verse		

Other writing opportunities		Informative paragraph on changes in comparison to Modern day.	Instructions for how to be a good friend.	Narrative for a new location in France (visiting the Alps?) using the hook text as stimulus.	Instructions for how to create a working mechanism. (DT link)	Formal letter to local council seeking permission to allow dogs on beaches.	Non chronological report for how seeds grow.
FOUNDATION SUBJECT 1 National curriculum/ Insight objectives summarised		<p><b>History: (The Stone Age)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Changes in Britain from the Stone Age to the Iron Age.</li> <li>- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> <li>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- A local history study: An in-depth study linked to the British areas of study listed above.</li> <li>- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</li> <li>- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p><b>Science: (Light)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- Notice that light is reflected from surfaces.</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>- Find patterns in the way that the size of shadows changes.</li> <li>- Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</li> </ul> <p><b>Art: (Sculpture)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques with sculpture of a range of materials [Tin-foil figures].</li> </ul>	<p><b>Geography: (Comparison)</b> Pupil should be taught:</p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</li> <li>- Describe and understand key aspects of: physical geography, including: biomes rivers, mountains; human geography, including: types of settlement and land use.</li> </ul>	<p><b>Science: (Magnets)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>- Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>- Describe magnets as having 2 poles.</li> <li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Science: (Rocks &amp; Soils)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Science: (Plants)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>- Investigate the way in which water is transported within plants.</li> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Science: (Humans and Animals)</b></p> <ul style="list-style-type: none"> <li>- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>- That humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
	FOUNDATION SUBJECT 2		<p><b>Art: (Cave paintings)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [chalk, charcoal and pastel].</li> </ul>	<p><b>DT – (Textiles)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul>	<p><b>Art: (French Artists)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- To improve their mastery of art and design techniques, including drawing and painting with a range</li> </ul>	<p><b>DT – (Food tech)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that</li> </ul>	<p><b>Geography: (Fieldwork Study)</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand</li> </ul>

			<ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- Investigate and analyse a range of existing products</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>- of materials [poster paint, acrylic paint].</li> <li>- Explore great artists, architects and designers in history [Monet].</li> </ul>	<ul style="list-style-type: none"> <li>- are fit for purpose, aimed at particular individuals or groups.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting].</li> <li>- Investigate and analyse a range of existing products</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	how some of these aspects have changed over time.							
Music		In hall of the mountain king	Christmas is coming	Chinese lanterns with music technology	Mystic moments	Our school	Volcanoes						
RE		Belonging (Messages)	Special	Good and Evil	Love	Sacred	Trees						
MFL		French greetings with puppets.	French adjectives of colour, size and shape.	French playground games - numbers and age.	In a French classroom.	French transport.	Circle of life in French.						
PE (outside/ inside)		Ball skills	Fitness	Basketball	Yoga	Hockey	Fundamental movements	Tag Rugby	Dance	Rounders	Gymnastics	Football	Handball
PDL/ SRE	Introduction: Introduce PSHE/ RSE lessons and setting ground rules for these sessions.	<b>Family and relationships:</b> <ul style="list-style-type: none"> <li>- Healthy families</li> <li>- Friendship conflict</li> <li>- Friendship conflict vs. bullying</li> <li>- Effective communication</li> <li>- Learning who to trust</li> <li>- Respecting differences</li> <li>- Stereotyping</li> <li>- Communicating my feelings</li> </ul>	<b>Health and wellbeing:</b> <ul style="list-style-type: none"> <li>- My healthy diary</li> <li>- Relaxation</li> <li>- Wonderful me (identity)</li> <li>- My superpowers (own strengths)</li> <li>- Resilience breaking down barriers</li> <li>- Diet and dental health</li> </ul>	<b>Safety &amp; the changing body:</b> <ul style="list-style-type: none"> <li>- First aid emergencies and calling for help</li> <li>- First aid: cuts</li> <li>- Making choices</li> <li>- Influences of others</li> <li>- Keeping safe when out and about.</li> </ul>	<b>Citizenship:</b> <ul style="list-style-type: none"> <li>- Rights of the child</li> <li>- Rights and responsibilities of children and adults</li> <li>- Recycling</li> <li>- Local community groups</li> <li>- How charities care for others</li> <li>- Local democracy</li> <li>- Rules and consequences</li> </ul>	<b>Economic wellbeing:</b> <ul style="list-style-type: none"> <li>- Ways of paying</li> <li>- Budgeting</li> <li>- How spending affects others</li> <li>- Impact of spending</li> <li>- Jobs and careers</li> <li>- Gender and careers</li> </ul>	<b>Transition lesson:</b> Coping strategies for the new year						
Online Safety	Introduction: Introduction to internet safety – keeping yourself safe online	<b>Healthy relationships</b> What is a relationship? What sort of relationships might you have online? What can you do to keep these relationships healthy?	<b>Mental Wellbeing</b> What is mental health? What internet activities are there that could make you feel unhappy? What can we do to keep happy online?	<b>Respect /stereotypes</b> What is a stereotype? Why do we stereotype certain people? Why is this wrong? What should we do instead?	<b>Consent</b> What happens to your pictures online? What do you do if you want to post pictures online? What can you do if someone posts a picture you don't like?	<b>Cyber Bullying</b> What is cyberbullying? What can you do if you are being bullied online?	<b>Computer games</b> Are they Age appropriate? What are the risks? Why do we have age restrictions? What can we do to keep safe? Who is a friend?						

Computing		Technology in our lives (Computing skills)	Technology in our lives (Word processors)	Touch typing & multi- media presentation	Online safety and effective searching	Coding (Programming)	Coding (Reasoning with Microbits)
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