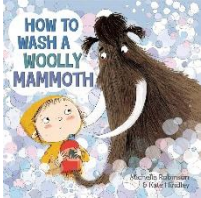

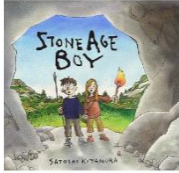
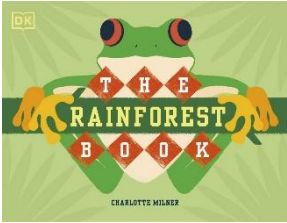
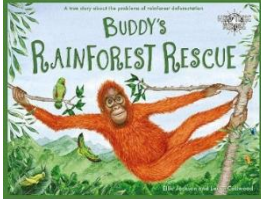






Hanley St Luke's Church of England Academy



Year 3 Curriculum Overview 2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Worship	The Words of Jesus Harvest	Advent and Christmas	People Jesus Meets	Holy Week and Easter	The Parables of Jesus	The Miracles of Jesus
Events	-Local History Day -Black History Month Harvest -Prehistoric Day -European Day of Languages	-Anti-Bullying Week -Christmas -Year 3 Sports4all festival -Children In Need	-Safer Internet Day -Chinese New Year -British Science Week -Comic Relief -Parent X Tables Workshop -Number Day	-World Book Day -Art Day -Mother's Day -Shrove Tuesday -Easter	-Athletics trials Y3-6 -Sports Day -Romans Day	-Great Science Share -Father's Day -Transition Week
Educational Visits/ Visitors	Conkers – Stinky Stone Age Workshop Thursday 25 th September 2025 Potteries Museum- Pots Thursday 16 th October 2025	Stanley Head- 12 th and 14 th November (no cost)	Fossil workshop February 12th Class worship – The Ten Commandments Thursday 15th January 2026	St Luke's Church -Easter	Dewa Museum Chester Real Life Science- Skeleton Workshop at Hanley Museum- TBC Roman Day	Author Visit Hanley Park- plant hunt, classification (No cost) Plants Now Press, Play VR headsets (No cost)
Careers Links	Archaeologists dig work relating to stone, iron and bronze age. Dietician Nutritionist Health visitor	Simone Biles Black History related. Sports and running and ambassador 'Save the Children.' Military	Rainforest alliance and fair trade. Computer programming/security linked to safer internet day.	Farming Sheep Shearing, Wool Spinning, Forest Schools Gamekeeping and Conservation	Military Seamstress Dress maker Metal smithing Swimming instructor Life guard	Horticulturist Florist Physics teacher Botanist Farmer Landscaper


	Doctor/nurses Historian Miner Museum Guide Author	Charity worker Historian Museum Guide Author	Author	Gardening, Countryside learning, Vet Bee keeping Equine husbandry Palaeologist Artists Author	Chef Baker Historian Museum Guide Author Geologist Museum curator	Optical engineer Librarian Author Scientist
	Let's Travel Through Time!		Rescuing the Rainforest		Were the Romans Really Ruthless?	
Core Books for Writing	The Secret of Stonehenge (Non-fiction) 	The Iron Man 	The Great Kapok Tree 	The Emerald Forest 	Escape from Pompeii 	What it was like to be an Ancient Roman? 
	I was born in the Stone Age by Michael Rosen (poem)	The Stone Age (Non fiction/comic) 	Wild World (poem) 			

<p>Guided Reading texts</p>	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p> <p>How to Wash A Woolly Mammoth</p>  <p>Give Me Back My Bones!</p> 	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p> <p>Stone Age Boy</p> 	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p> <p>The Rainforest Book</p> 	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p> <p>Buddy's Rainforest Rescue</p> 	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p>	<p><u>Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed</u></p> <p>Wanted</p>
<p>SPAG and Non-fiction Text type</p>	<p>2.5 weeks Place Value of Punctuation- Grammarsaurus Jane Considine spelling programme. <u>SPAG/grammar:</u> Nouns, pronouns , verbs , adverbs , conjunctions, Imperative verbs, a and an, adjectives, synonyms, conjunctions, contractions, plurals, double ly endings, ing and ed sentences and double adjectives</p>	<p>Jane Considine spelling programme. <u>SPAG/grammar</u> Verbs, nouns, adverbs, conjunctions, Imperative plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, Commas, Inverted commas, fronted adverbials. Edit and improve</p>	<p>Jane Considine spelling programme. <u>SPAG/grammar:</u> Verbs, adverbs, conjunctions, Imperative verbs, plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, Commas, Inverted commas, fronted adverbials, apostrophes, contractions,</p>			

	<p>within a sentence, fronted adverbials, direct speech.</p> <p>Thesaurus and dictionary work.</p> <p>Edit and improve</p>		<p>Subordinating conjunctions. Edit and improve</p>		
<p>Writing Opportunities</p>	<p>Genres:</p> <p>Fact File Non chronological report</p> <p>Retell</p> <p>Character description</p> <p>Conversational writing with direct speech</p> <p>Alternative ending</p> <p>Wanted poster</p> <p>Instructions</p> <p>Leaflets</p> <p>Letter writing</p> <p>Letter to soldiers/ex-military thanking them for their service.</p>	<p>Genres:</p> <p>Setting description</p> <p>Conversational writing using direct speech</p> <p>Poetry writing</p> <p>Paragraphs</p> <p>Persuasive Writing/Poster</p> <p>Letter writing</p> <p>Non-Chronological report</p> <p>Persuasive balanced argument</p> <p>Thesaurus and dictionary work.</p> <p>Recount</p> <p>Edit and improve</p>	<p>Genres:</p> <p>Diary</p> <p>Character Profile</p> <p>Setting description</p> <p>Letter writing</p> <p>Character description</p> <p>Re-writing an opening</p> <p>Thesaurus and dictionary work.</p> <p>Retell</p> <p>Poems/limericks</p> <p>Leaflet writing</p> <p>Recount</p> <p>Narrative</p> <p>Edit and improve</p>		
<p>Science</p>	<p>Forces and Magnets</p> <p>How do different surfaces effect the movement of an object?</p> <p>Why do magnets repel or attract each other or materials?</p> <p>Pushes and pulls</p> <p>Friction</p> <p>Scrapyard challenge-investigating materials</p> <p>Magnet strengths</p> <p>Repelling and attracting</p> <p> Forces</p>	<p>Rocks</p> <p>How is a fossil formed?</p> <p>Types of rocks</p> <p>Grouping rocks</p> <p>Fossils</p> <p>Mary Anning</p> <p> Rocks</p>	<p>Plants</p> <p>What do we mean by the life cycle of a plant?</p> <p>How do different elements aid a plant's growth?</p> <p>Parts of a plant</p> <p>What do plants need to grow?</p> <p>The importance of water</p> <p>Pollination</p> <p>Life cycle of a plant seed</p> <p>Seed dispersal</p> <p> Plants</p>	<p>Animals including humans</p> <p>What type and amount of nutrition does an animal including humans need to maintain a healthy lifestyle?</p> <p>What makes us healthy physically, emotionally and mentally?</p> <p>Can you explain the functions of a skeleton?</p> <p>Types of nutrients</p>	<p>Light</p> <p>Why is light so important?</p> <p>How does time affect the length of a shadow?</p> <p>What is a light source?</p> <p>Reflection</p> <p>UV rays and safety in the sun</p> <p>Investigation: The sun. Hero or villain?</p> <p>How does light make a shadow?</p> <p>What factors change a shadow?</p>


					Healthy or unhealthy? Healthy eating journal The skeleton Types of skeletons Muscles Investigating links between height and foot sizes	
STEM & Forest Schools	STEM Project - Can you block magnetic force?		Forest School every week for Spring 1	Real World Science Fossils at Hanley Museum	STEM assembly with Fitness instructor and workshop links to Science and PSHE	
Computing	Connecting Computers Now, Press, Play  Online Safety	Stop frame animation- Stone Age motion picture	Sequencing sounds Now, Press, Play	Branching databases	Desk Top Publishing Now, Press, Play	Events and actions in programmes
History	<p><u>Stone Age/ Bronze Age/ Iron Age</u> How did the introduction of new metals change settlements through the ages? What evidence is there to show us what everyday life was like for people living in the stone/bronze/iron age? Stone/Bronze/Iron Age Intro to stone age Use of evidence and artefacts to discover what life was like. Hunters and gatherers Homes and settlements Skara Brae The introduction of bronze Bronze homes and settlements Stonehenge</p>				<p><u>Romans</u> Who were the Romans? How did they create such a successful empire and leave behind such a significant legacy? Atlas work on identification of the spread of the Roman Empire Protection of the empire in particular Hadrian's wall Comparison of modern Italy to the time of the Romans and how it has changed. What evidence is left? Identifying Roman cities in the UK. Black history- Septimus Severus (Libyan Roman Commander)</p>	

	<p>Clothing Hillforts</p> <p> Stone Age</p> <p><u>Black History</u></p> <p>Who was Simone Biles? How have they influenced other people of colour? Black History month</p> <p><u>Remembrance</u></p> <p>Why is the Royal British Legion such an important charity for our armed forces? Remembrance Day</p> <p><u>Local History</u></p> <p>Why was coal mining such an important industry in Stoke On Trent? How has the industry changed over time in the local area? Local Area focus – Coal Mining</p>		<p>Quintus Lollius Urbicus was governor of Britain between from 139 to 142 CE. (originating from what is now Algeria)</p> <p> Roman Britain</p>
<p>Geography</p>	<p><u>Field Work and Local Geography</u></p> <p>How was local land used in the past and how has it changed over time? Forest Park</p> <p>Stanley Head- How are maps used? How can maps be used to help us locate places? Mapping skills and nightline team building</p>	<p><u>Rainforests</u></p> <p>Human and Physical Geography</p> <p><u>Place and Locational Knowledge</u></p> <p>Why are rainforests so important to our world? What flora and fauna inhabit the rainforests of the world? Map and atlas work Where do we find rainforests in our world? Creating a relief map of South America Layers of a rainforest Flora and fauna of the rainforests Comparing Sherwood forest with the Amazon Deforestation Indigenous tribes of the rainforests</p>	<p><u>Place and Locational Knowledge</u></p> <p>Where is Italy in relation to the UK? Where are Roman Cities and architecture located in the UK? Map and atlas work Italy UK Hadrian’s Wall Chester</p>

			 Rainforests			
D & T	<p>Materials: Make your own woolly mammoth -Cut materials accurately and safely by selecting appropriate tools. -Choose suitable techniques to construct products or to repair items. -Refine work and techniques as work progresses, continually evaluating the product design. Improve upon existing designs, giving reasons for choices. -Select appropriate joining techniques.</p>	<p>Food: -Making stone age bread bannocks. -Prepare ingredients hygienically using appropriate utensils. -Assemble ingredients hygienically using appropriate utensils. -Measure ingredients to the nearest gram accurately. -Follow a recipe. Assemble ingredients</p>	<p>Materials: 3D Relief Map -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Choose suitable techniques to construct products. -Make products by working efficiently. Select appropriate joining techniques.</p>	<p>Mechanics: Rainforest Diorama -- --Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product- levers. -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Rousseau collages -Select appropriate joining techniques. Food: -Making fruit salad. -Prepare ingredients hygienically using appropriate utensils. -Assemble ingredients hygienically using appropriate utensils. -Measure ingredients to the nearest gram accurately.</p>	<p>Materials: Roman shields -Cut materials accurately and safely by selecting appropriate tools. -Measure and mark out to the nearest millimetre. -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Select appropriate joining techniques. - Design with purpose by identifying opportunities to design. -Make products by working efficiently (such as by carefully selecting materials). Construction: Choose suitable techniques to construct products or to repair items.</p>	<p>To take inspiration from design throughout history: Design/Make a Roman chariot. -Explore objects and designs to identify likes and dislikes of the designs. -Suggest improvements to existing designs. -Explore how products have been created. -Cut materials accurately/safely by using appropriate tools. Select appropriate joining materials. -Choose suitable techniques to construct products. Mechanics: -Knowledge of transference of forces to choose appropriate product. -Design, make and evaluate and improve- design, make and refine</p>

				<p>Follow a recipe. Assemble and cook ingredients (controlling the temperature of the oven or hob).</p>		<p>product to then evaluate. -Inspiration from design-chariot racing re-enactments, improve on existing designs and offer improvement.</p> <p>Food: Roman food. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>
<p>Art</p>	<p>To Develop Ideas: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language</p> <p>Monochromatic Unit: Skill – Drawing Cave paintings and artwork Comment on artworks using visual language. Use different grades of pencils to show line, tone and texture.</p>	<p>To Develop Ideas: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language</p> <p>Sculpture Unit: Skill-3D - Clay Pot making -Use clay and other mouldable materials. Create and combine shapes to create recognisable forms with a Mexican style</p> <p>Painting/ Sculpture 3D relief maps (Modroc)</p>	<p>To Develop Ideas: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language</p> <p>Chromatic Unit: Skill -Mixed Media/Painting and Collage – watercolours and acrylics similarities and differences and how they are used by illustrators.</p> <p>Take Inspiration from the Greats Mosaics–Design then make mosaic tiled mats</p>			

	<p>Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture.</p> <p>Textiles: Dying with natural materials including fruits and berries</p>		<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively</p> <p>Digital Media/ Painting: Diorama: Painting Photography (iPads) Create images, video and sound recordings and explain why they were created. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.</p> <p>Collage/ To Take Inspiration from the Greats Animal Collage-Henri Rousseau Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>		<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others</p>	
Music	<p>'No place like...' (BBC Ten Pieces)Singing, Perform with control, create repeated patterns, control sounds for effect, non-standard symbols, use terms and evaluate music.</p>		<p>Rainforest Unit Looking at sounds within rainforest, using voices and instruments. Making own shakers to create effect.</p>		<p>Glockenspiel' unit 2 Singing, play an instrument with control, repeated patterns,, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.</p>	
RE	<p><u>Creation/Fall L2.1</u> What do Christians learn from the Creation story?</p>	<p><u>Incarnation/God L2.3</u> What is the 'Trinity' and why is it important for Christians? Core learning</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p><u>Salvation L2.5</u> Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><u>Kingdom of God L2.6</u> For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p>L2.9 How do festivals and worship show what matters to Muslims?</p>
PE	<p>ASM Indoor: Gymnastics Outdoor: Basketball</p>	<p>ASM Dodgeball/benchball</p>	<p>ASM Zumba/yoga/team games multi skills</p>	<p>ASM Hockey Dance-rainforests</p>	<p>ASM Tennis</p>	<p>ASM Athletics/Rounders</p>

	Cricket	Football Swimming	Swimming	
PSHE	Mind Up. Relationships –Families & Friendships, Safe Relationships, Respecting Ourselves & Others	Mind Up. Living in the wider world – Belonging to a community, Media. Literacy & Digital Resilience, Money & Work		Mind Up. Health & Wellbeing –Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe  Healthy Relationships
Spanish	Vowels Greetings Names Numbers 1-10 Ages Phonic practice Classroom items Christmas card instructions/dates/figures	Classroom instructions Animals Colours Spanish stories		Fruits Days of the week Food Snacks Ordering food Retelling stories+