Year 3 Teaching Sequence 2024 – 2025

|  |  |  |
| --- | --- | --- |
| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **CUSP Reading*** **Greta and the Giants** Block 1
* **Pebble in my Pocket** Blocks 2,3
* **Leon and the Place Between** Blocks 4,5
* **‘Twas the Night before Christmas Anon** Block 6
 | **CUSP Reading*** **Sam Wu is Not Afraid of the Dark** Blocks 7, 8, 9 (includes My Shadow Robert Louis Stephenson)
* **Operation Gadgetman** Blocks 10, 11, 12
 | **CUSP Reading*** **Dancing Bear** Blocks 13, 14, 15
* **The Magician’s Nephew** Blocks 16, 17, 18
 |
| **CUSP Writing**Introduce = green (Block A) Revisit = orange (Block B)Strong Start Sentence Composition* Poetry on a theme (emotions) A
* First person narrative descriptions A
* Non-chronological reports A
* Formal letters to complain A
* Performance poetry (including poetry from other cultures A
* Dialogue through narrative (historical stories) A
 | **CUSP Writing**Strong Start Sentence Composition* Third person narrative (animal stories) A
* Non-chronological reports B
* Advanced instructional writing A
* Performance poetry (including poetry from other cultures) B (Enrichment)
* First person narrative descriptions B
 | **CUSP Writing**Strong Start Sentence Composition* Third person narrative (animal stories) B
* Formal letters to complain B
* Dialogue through narrative (historical) B
* Poetry on a theme (emotions) B (Enrichment)
* Advanced instructional writing B
 |
| **Maths – Maths No Problem*** **Number & Place Value:** *Numbers to 1000*
* **Calculations:** *Addition & Subtraction*
* **Calculations:** *Multiplication & Division*
* **Calculations:** *Further Multiplication & Division*
 | **Maths – Maths No Problem*** **Measurement:** *Length*
* **Measurement:** *Mass*
* **Measurement:** *Volume*
* **Measurement:** *Money*
* **Measurement:** *Time*
 | **Maths – Maths No Problem*** ***Fractions:*** *Fractions*
* **Geometry - Properties of Shape:** *Angles*
* **Geometry - Properties of Shape:** *Line & shapes*
* **Measurement:** *Perimeter*
 |
| **CUSP Science*** Rocks
* Animals, including humans
* Revisit Rocks ***(or alternative focus for insecure knowledge)***
 | **CUSP Science*** Forces and magnets
* Plants
 | **CUSP Science*** Plants continued…
* Light
 |
| **CUSP Art and Design*** Drawing and painting Block A
* Printmaking Block B
 | **CUSP Art and Design*** Textiles and collage Block C
* 3D Block D
 | **CUSP Art and Design*** Painting Block E
* Creative Response Block F
 |
| **Computing*** Online safety
* Coding
* Spreadsheets
 | **Computing*** Touch typing
* Branching databases
 | **Computing*** Graphing
* Emails
* Simulations
 |
| **CUSP Design and Technology*** Textiles Block A
* Food and Nutrition Block B*Science – Animals including humans*
 | **CUSP Design and Technology*** Mechanisms Block C*Science – Forces and magnetsWriting – Advanced instructional writing A*
* Food and Nutrition Block D*Science – Animals including humans*
 | **CUSP Design and Technology*** Systems Block E
* Structures Block F
 |
| **CUSP Geography*** KS2 fieldwork and map skills – physical and human geography
* OS map skills and fieldwork
 | **CUSP Geography*** UK Study
 | **CUSP Geography*** UK Study continued
* Revisit countries, counties and regions of the UK ***(or alternative focus for insecure knowledge)***
 |
| **CUSP History*** Stone Age – Iron Age
 | **CUSP History*** Stone Age – Iron Age
* Rome and the impact on Britain
 | **CUSP History*** Rome and the impact on Britain
 |
| **CUSP Music - mastering the glockenspiel****Singing** * Singing focus: Introducing texture Block A
* Sing parts in an ensemble (e.g. rounds) Block A

**Untuned percussion** * Untuned focus: Mastering rhythm Block B
* Recognise beats in a bar (time signatures/metre) Block B
 | **CUSP Music** **Singing** * Singing focus: The history of singing Block C
* Singing for togetherness e.g. folk songs, war chants, hymns Block C

**Glockenspiel*** Tuned focus: Musical notation Block D
* Introduce the staff Block D
 | **CUSP Music** **Glockenspiel*** Tuned focus: Composition Block E
* Compose in pairs Block E

**Range of instruments studied*** Performance focus: Introducing timbre Block F
* Perform as an ensemble (range of instruments) Block F
 |
| **CUSP French*** Greetings and the classroom
* Colours, emotions and numbers (0-10)
 | **CUSP French*** Introductions and questions
* Working together (Following instructions)
 | **CUSP French*** Playing together (Asking to play)
* Eating together
 |
| **Physical Education*** Invasion
 | **Physical Education*** Dance
* Gymnastics
 | **Physical Education*** Net, walls, field
* Athletics
 |
| **PSHE – Jigsaw*** Being Me in My World
* Celebrating Difference
 | **PSHE – Jigsaw*** Dreams and Goals
* Healthy Me
 | **PSHE – Jigsaw*** Relationships
* Changing Me
 |
| **RE – Salford Agreed Syllabus of Religious Education*** What do different people believe about God?
* How do people from religious and non-religious communities celebrate key festivals?
 | **RE – Salford Agreed Syllabus of Religious Education*** Why is the Bible important for Christians in Britain today?
* Why do Christians call the day Jesus died ‘Good Friday’?
 | **RE – Salford Agreed Syllabus of Religious Education*** Why do people pray?
* What does it mean to be a Christian in Britain today?
 |

**Y3 Autumn Teaching Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 3 Autumn 2024** |  |  | **Weekly Science** |
| **Sep**2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. |  | STRONG START |  |
| 9 | Geography | KS2 fieldwork and map skills – physical and human geographyDrawing and painting Block A | Cycle 1 | How are rocks formed? | **Rocks** |
| Art |
| 16 | History | Stone Age – Iron AgeDrawing and painting | What types of rocks are there? |
| Art |
| 23 | Computing | Online safetyDrawing and painting | Can rocks change? |
| Art |
| 30 | Geography | KS2 fieldwork and map skills – physical and human geographyTextiles Block A | How can we test a rock to see if it is limestone or chalk? |
| DT |
| **Oct**7 | History | Stone Age – Iron AgeTextiles | Is soil just dirt? What makes soil? |
| DT |
| 14 | Computing | CodingTextiles | How are fossils formed? |
| DT |
| 21 | **Half Term** |
| 28 | Geography | KS2 fieldwork and map skills – physical and human geographyPrintmaking Block B | Cycle 2 | What effect does the food we eat have? | **Animals, including humans** |
| Art |
| **Nov**4 | History | Stone Age – Iron AgePrintmaking | Where is my skeleton and what does it do? | **Animals, including humans** |
| Art |
| 11 | Computing | CodingPrintmaking | Where are my muscles and what do they do? |
| Art |
| 18 | Geography | OS map skills and fieldwork Food and Nutrition Block B |  |
| DT |
| 25 | History | Stone Age – Iron AgeFood and Nutrition | How are rocks formed and what types are there? | **Revisit Rocks** |
| DT |
| **Dec**2 | Computing | SpreadsheetsFood and Nutrition | Remember: how can rocks change? |
| DT |
| 9 | Geography | OS map skills and fieldwork Y3 Stone Age – Iron Age  | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. |  | Remember: how are fossils formed and how do we know? |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term ends Thursday 19th December 2024** |  |

**Y3 Spring Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **YEAR 3 Spring 2025** |  | **Weekly Science** |
| **Jan**6 | Geography | UK StudyTextiles and collage Block C | Cycle 3 | **STRONG START** | **Forces and magnets** |
| Art |
| 13 | History | Stone Age – Iron AgeTextiles and collage | What are contact forces? |
| Art |
| 20 | Computing | SpreadsheetsTextiles and collage | How do surfaces affect the motion of an object? |
| Art |
| 27 | Geography | UK StudyMechanisms Block C | How does friction affect moving objects? |
| DT |
| **Feb** 3 | History | Stone Age – Iron AgeMechanisms | What is a non-contact force?How is this different to a contact force? |
| DT |
| 10 | Computing | Touch typing Mechanisms | How do magnets attract and repel? |
| DT |
| 17 | **Half term** |
| 24 | Geography | UK Study3D Block D | Cycle 4 | Which materials are magnetic? Forces and magnetism summary |  |
| Art |
| **Mar**3 | History | Rome and the impact on Britain3D | What are the parts of a flowering plant? What do they do? | **Plants** |
| Art |
| 10 | Computing | Touch typing3D | Do all plants need the same things to thrive and grow? |
| Art |
| 17 | Geography | UK StudyFood and Nutrition Block D | How do leaves make food for the plant? |
| DT |
| 24 | History | Rome and the impact on BritainFood and Nutrition |  |
| DT |
| 31 | Computing | Branching databasesFood and Nutrition |  |
| DT |
| Easter break**Easter 7th April – 22nd April 2025. (21st Easter Monday)** |

**Y3 Summer Teaching Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 3 Summer 2025** |  |  | **Weekly Science** |
| **Apr**22 | Geography | UK Study continued Painting Block E | Cycle 5 | **STRONG START** | **Plants** |
| Art |
| 28 | History | Rome and the impact on BritainPainting | How does water move through a plant? |
| Art |
| **May** 5 | Computing | GraphingPainting | What do flowers do? |
| Art |
| 12 | Geography | UK Study continued Systems Block E | What is pollination? |
| DT |
| 19 | History | Rome and the impact on BritainSystems |  |
| DT |
| 26 | **Half Term** |
| **Jun**2 | Computing | EmailSystems |  |  |  |
| DT |
| 9 | Geography | Revisit countries, counties and regionsCreative Response Block F | Cycle 6 | Do we need light to see things? Remember: what are light sources and what are not light sources? | **Light** |
| Art |
| 16 | History | Rome and the impact on Britain Creative Response | How are shadows formed? |
| Art |
| 23 | Computing | EmailCreative Response | What happens to the size of a shadow when the object moves closer to, or away |
| Art |
| 30 | Geography | Revisit countries, counties and regionsStructures Block F |  |
| DT |
| **Jul**7 | History | Rome and the impact on BritainStructures |  |
| DT |
| 14 | Computing | SimulationsStructures |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term ends 23rd July 2025.** |