Year 3 Teaching Sequence 2024 – 2025

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| **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 magnets Writing – 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**

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| **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 geography  Drawing and painting Block A | | Cycle 1 | How are rocks formed? | **Rocks** |
| Art |
| 16 | History | Stone Age – Iron Age  Drawing and painting | | What types of rocks are there? |
| Art |
| 23 | Computing | Online safety  Drawing and painting | | Can rocks change? |
| Art |
| 30 | Geography | KS2 fieldwork and map skills – physical and human geography  Textiles Block A | | How can we test a rock to see if it is limestone or chalk? |
| DT |
| **Oct**  7 | History | Stone Age – Iron Age  Textiles | | Is soil just dirt? What makes soil? |
| DT |
| 14 | Computing | Coding  Textiles | | How are fossils formed? |
| DT |
| 21 | **Half Term** | | | | | |
| 28 | Geography | KS2 fieldwork and map skills – physical and human geography  Printmaking Block B | | Cycle 2 | What effect does the food we eat have? | **Animals, including humans** |
| Art |
| **Nov** 4 | History | Stone Age – Iron Age    Printmaking | | Where is my skeleton and what does it do? | **Animals, including humans** |
| Art |
| 11 | Computing | Coding  Printmaking | | 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 Age  Food and Nutrition | | How are rocks formed and what types are there? | **Revisit Rocks** |
| DT |
| **Dec**  2 | Computing | Spreadsheets  Food 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**

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| **YEAR 3 Spring 2025** | |  | | **Weekly Science** | |
| **Jan** 6 | Geography | UK Study  Textiles and collage Block C | Cycle 3 | **STRONG START** | **Forces and magnets** |
| Art |
| 13 | History | Stone Age – Iron Age  Textiles and collage | What are contact forces? |
| Art |
| 20 | Computing | Spreadsheets  Textiles and collage | How do surfaces affect the motion of an object? |
| Art |
| 27 | Geography | UK Study  Mechanisms Block C | How does friction affect moving objects? |
| DT |
| **Feb**  3 | History | Stone Age – Iron Age  Mechanisms | 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 Study  3D Block D | Cycle 4 | Which materials are magnetic? Forces and magnetism summary |  |
| Art |
| **Mar** 3 | History | Rome and the impact on Britain  3D | What are the parts of a flowering plant? What do they do? | **Plants** |
| Art |
| 10 | Computing | Touch typing  3D | Do all plants need the same things to thrive and grow? |
| Art |
| 17 | Geography | UK Study  Food and Nutrition Block D | How do leaves make food for the plant? |
| DT |
| 24 | History | Rome and the impact on Britain  Food and Nutrition |  |
| DT |
| 31 | Computing | Branching databases  Food and Nutrition |  |
| DT |
| Easter break  **Easter 7th April – 22nd April 2025. (21st Easter Monday)** | | | | | |

**Y3 Summer Teaching Sequence**

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| **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 Britain  Painting | How does water move through a plant? |
| Art |
| **May** 5 | Computing | Graphing  Painting | What do flowers do? |
| Art |
| 12 | Geography | UK Study continued  Systems Block E | What is pollination? |
| DT |
| 19 | History | Rome and the impact on Britain  Systems |  |
| DT |
| 26 | **Half Term** | | | | |
| **Jun** 2 | Computing | Email  Systems |  |  |  |
| DT |
| 9 | Geography | Revisit countries, counties and regions  Creative 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 | Email  Creative Response | What happens to the size of a shadow when the object moves closer to, or away |
| Art |
| 30 | Geography | Revisit countries, counties and regions  Structures Block F |  |
| DT |
| **Jul** 7 | History | Rome and the impact on Britain  Structures |  |
| DT |
| 14 | Computing | Simulations  Structures |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term ends 23rd July 2025.** | | | | |