Bassingbourn Community Primary School

Year 3 Curriculum

2024 - 2025

Bassingbourn

Community Primary School

Reading

Autumn		Spring		Summer	
Picturebooks - The Smart Cookie by Jory John and Pete Oswald - Ug: Boy Genius of the Stone Age by Raymond Briggs - Stone Age Boy by Satoshi Kitamura - The First Drawing by Mordicai Gerstein - The Tunnel by Anthony Browne - The Three Billy Goats Gruff by Mac Barnett and Jim Klassen *Chapter Books* - The Iron Man by Ted Hughes - The Boy with the Bronze Axe by Kathleen Fidler *Non-fiction* - Nano by Dr. Jess Wade *Talk for Writing texts* - How to Catch an Iron Man – Oak National Academy - Elf Road (Pie Corbett) **Hunter Gatherers**	*Picturebooks* - Leonora Bolt by Lucy Brandt and Gladys Jose - Ocean Metts Sky by The Fan Brothers - When Jessie Came Across the Sea by Amy Hest *Chapter Books* - Varjak Paw by SF Said and Dave McKean *Non-fiction* - Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion Shannon Stocker & Devon Holzwarth *Poetry* - Selfies with Komodos by Brain Moses and Ed Boxall *Talk for Writing texts* - Dragon Post (Emma Yarlett) - Astonishing Antarctica (Grammarsaurus) **The World Jigsaw**	*Chapter Books* - The Boy Who Stole the Pharaoh's Lunch by Karen McCombiw and Anneli Bray - The Ancient Egypt Sleepover by Stephen Davies *Graphic Novel* - Super Space Weekend: Adventures in Astronomoy by Gaelle Almeras *Non-fiction* - (check books in the topic box) - Egyptian Myths: Meet the Gods, Goddesses and Pharaohs of Ancient Egypt by Jean Menzies *Talk for Writing texts* - Alien Landing by Pie Corbett **Explore Egypt**	*Picturebooks* - Gregory Cool by Caroline Binch *Chapter Books* - The Nothing to See Here Hotel by Steven Butler and Steven Lenton *Non-fiction* - The Big Book of Festivals by Joan-Maree Hargreaves *Poetry* - Find Peace in a Poem by Various *Talk for Writing texts* - A Tale of Two Beasts by Fiona Roberton **Volcanoes and Earthquakes**	*Picturebooks* - Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandre Stewart *Chapter Books* - The Glass Slipper Academy by Paul Harrison *Non-fiction* - Beasts of the Ancient World: A Kid's Guide to Mythical Creatures by Marchella Ward - Mythologica: An encyclopedia of gods etc. by Dr. Stephen P. Kershaw *Poetry* - Jelly Boots, Smelly Boots by Michael Rosen *Talk for Writing texts* - The Great Kapok Tree by Lynne Cherry - Science experiment from Grammarsaurus **Glorious Greeks**	*Picturebooks* - Faruq and the Wiri Wiri by Sophia Payne and Sandhya Prabhat - The Midnight Fair by Gideon Sterer *Chapter Books* - The Girl Who Became a Fish by Polly Ho-Yen and Sojung Kim-McCarthy *Graphic Novel* - Tom's Midnight Garden Graphic Novel by Philippa Pearce *Non-fiction* - The Street Beneath my Feet - A Wild Child's Book of Birds by Dara McAnulty *Talk for Writing texts* - Guess Who in the Woods Haiku Poems for Children **Local study – Settlements**

Pathways to Writing

Below are the different writing texts we will be looking at over the year in Year 3.

Autumn 1	Spring 1	Summer 1
Coming to England by Floella Benjamin Outcome: Recount- write a letter in the role recounting events of the story.	***Stone Age Boy by Satoshi Kitamura*** Outcome: Fiction – write a historical narrative ser in the Stone Age.	***Journey by Aaron Becker*** Outcome: write an adventure story based on Journey using the language of Berlie Doherty.
Autumn 2	**Spring 2**	**Summer 2**
Winter's Child by Angela McAllister Outcome: Fiction – write a fantasy story based on a fable.	***Big Blue Whale by Nicola Davies*** Outcome: Persuasion – write an informative article persuading for the protection of the blue whale.	***A Stage Full of Shakespeare Stories by Angela McAllister*** Outcome: Non-Fiction – write a guide.

English

Maths

Autumn		Spring		Summer	
Week 1-3	**Number sense and exploring calculation strategies** • Read, write, order and compare numbers to 100. • Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference. • Derive new facts from a known fact.	Week 1-2	**Multiplication and Division** • Multiplication facts for 2, 3, 4, 5, 6, 8, 10. • Multiplicative structures: equal groups/parts, change and comparison, correspondence problems. • Relationships: commutativity and inverse.	Week 1-3	**Angles and shape** • Identify angles including right angles and recognise as a quarter of a turn. • Identify and draw parallel and perpendicular lines. • Draw/make, classify and compare 2-D and 3-D shapes. • Measure perimeter.
Week 4-5	**Place Value** • Read, write, represent, partition, order and compare 3-digit numbers. • Find 10 and 100 more or less. • Round to the nearest multiple of 10 and 100.	Week 3-5	**Deriving multiplication and division facts** • Multiply and divide by 10 and 100. • Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations. • Divide 2-digit by a 1-digit.	Week 4-6	**Measures** • Read scales with different intervals when measuring mass and volume. • Weight and compare masses and capacities with mixed units. • Estimate mass and capacity.
Week 6	**Graphs** • Collect, interpret and present data using charts and tables.	Week 6-7	**Time** • Tell, record, write and order the time analogue and digital. • 12-hour, a.m., p.m. • Measure, calculate and compare durations.	Week 7	**Securing multiplication and division** • Recall and use multiplication and division facts for 6 and 8 times tables.
Week 7-9	**Addition and subtraction** • Develop and use a range of mental calculation strategies. • Illustrate and explain formal written methods – column method.				
Week 10-11	**Length and Perimeter** • Measure, draw and compare lengths. • Add and subtract lengths. • Calculate perimeter.	Week 8-10	**Fractions** • Part-whole relationships. • Fractions as part of a whole or a whole set and as a number. • Add, subtract, compare and order fractions.	Week 8-9	**Exploring calculation strategies and place value** • Add and subtract mentally. • Find 10, 100 and 1000 more or less. • Order and compare beyond 1000. • Round numbers.

Science

Autumn		Spring		Summer	
Animals, including humans **Movement and nutrition:** Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	**Forces, Earth and space** **Forces and magnet:** Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.	**Materials** **Rocks and soil:** Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of paleontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage.	**Energy** **Light and shadows:** Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.	**Plants** **Plant reproduction:** Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. They investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.	**Making connections** **Does hand span affect grip strength?** Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength. They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.

Art and Design

Autumn		Spring		Summer	
Growing Artists This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.	***Stop, frame animation*** Linking with our computing topic this term we will be using our Art lessons to focus on the drawing aspect to create our stop frames.	***Painting and Mixed Media – prehistoric prints*** This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.	***Sculpture – Abstract Space and Shape*** This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.	***Craft and Design – Ancient Egypt Scrolls*** This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.	***Drawing - Developing Drawing Skills*** Developing shading skills and drawing techniques to create botanical-inspired digital drawings.

Autumn		Spring		Summer	
Fundamentals	OOA	Ball Skills	Rounders	Gymnastics	Swimming

P.E.

History

Autumn	Spring	Summer
Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	**Why did the Romans invade and settle in Britain?**	**What was important to ancient Egyptians?**
Pupils will learn about the timeline of prehistory and why it is important. They will look at the remains of Skara Brae to find out how prehistoric people lived. They will explore the Bronze Age by studying objects and evidence from that time. Pupils will learn how bronze changed people's lives, such as making better tools and weapons. They will understand how trade became important during the Iron Age. Pupils will compare homes from the Neolithic period and the Iron Age to see what changed and what stayed the same. They will also learn about memorials and how we remember important people and events.	Pupils will learn about life in Ancient Rome by looking at Roman buildings and what they tell us. They will explore why the Romans decided to invade Britain. Pupils will look at different responses to the Roman invasion using a variety of sources. They will learn how the Roman army became so powerful and successful. Pupils will find out what life was like for Roman soldiers by studying artefacts found at Vindolanda. They will also explore the impact of the Roman invasion and settlement by learning about the legacy the Romans left behind.	Pupils will develop questioning skills by using sources to learn about ancient civilisations. They will learn why the River Nile was so important to life in ancient Egypt. Pupils will explore why ancient Egyptian hieroglyphics were important. They will use different sources to find out about the gods and goddesses of ancient Egypt. Pupils will investigate what ancient Egyptians believed about the afterlife. They will also look at what happened to the pharaohs after they died and explore what changed and what stayed the same over time.

Geography

Autumn	Spring	Summer
Why do people live near volcanoes?	**Who lives in Antarctica?**	**Are all settlements the same?**
Pupils will learn to name and describe the different layers of the Earth. They will find out how and where mountains are formed. Pupils will learn why volcanoes happen and where they are found. They will explore both the good and bad effects of living near a volcano. Pupils will learn what earthquakes are and where they are most likely to happen. They will also observe and record where rocks are found around the school and talk about what they discover.	Pupils will learn about the position and importance of lines of latitude. They will describe where Antarctica is and what its physical features are like. Pupils will also learn about the human features of Antarctica, such as research stations. They will use four-figure grid references to plot Shackleton's journey to Antarctica. Pupils will plan a simple route on a map using compass points. They will also follow directions using compass points and practise mapping a simple route.	Pupils will learn to describe different types of settlements. They will identify human and physical features in the local area. Pupils will discuss why certain features are found in specific places. They will describe how land use in the local area has changed over time. Pupils will look at land use in New Delhi. They will also compare land use in two different locations.

Design and Technology

Autumn		Spring		Summer	
Textiles	**Electrical Systems**	**Mechanical Systems**	**Digital World**	**Cooking and nutrition**	**Structure**
Cross stitch and appliqué Cushions or Egyptian collars Pupils learn two new sewing skills: cross stitch and appliqué and then apply these to the design, decoration and assembly of their own cushions or Egyptian collars.	Electric poster An introduction to information design and electrical systems, pupils create an electronic poster using a basic circuit to develop a museum display.	Pneumatic toys Designing and creating a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupils are introduced to thumbnail sketches and exploded diagrams.	Wearable technology Designing, coding and promoting a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.	Eating seasonally Discovering when and where fruits and vegetables are grown and learning about seasonality in the UK. Pupils respond to a brief to design a seasonal food tart using ingredients harvested in the UK in May and June.	Constructing a castle Learning about the features of a castle, pupils design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a stable base.

Music

Autumn		Spring		Summer	
Ballads	**Creating compositions in response to an animation (Theme: Mountains)**	**Developing singing technique (Theme: The Vikings)**	**Pentatonic melodies and composition (Theme: Chinese New Year)**	**Jazz**	**Traditional instruments and improvisation (Theme: India)**
Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

Religion and Worldviews

Autumn		Spring		Summer	
Respectful R&W Thinking about what religions and worldviews are, children look at optical illusions and explore the lens that they and others look at the world through. **What makes us human?** Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?' (Hindu, Christian, Buddhist and Humanist worldviews.)	**Where do we get our morals from?** Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit. (Christian/Jewish, Buddhist, Muslim, Hindu and Humanist worldviews.)	**Is scripture central to religion?** Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture. (Jewish, Muslim, Christian, and locally represented worldviews.)	**What happens if we do wrong?** Making connections between their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation. (Hindu, Muslim, Humanist, Christian and Jewish worldviews.)	**Why is water symbolic?** Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water. (Christian, Sikh, Muslim, Shinto and locally represented worldviews.)	**Why is fire used ceremonially?** Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire. (Hindu/Sikh, Zoroastrianist and locally represented worldviews.)

Language (French)

Autumn		Spring		Summer	
French greetings with puppets	**French adjectives of colour, size and shape.**	**French playground – numbers and age**	**In a French classroom**	**French transport**	**A circle of life in French**
Pupils will learn how to greet someone and introduce themselves in French. They will use the correct French greeting depending on the time of day. Pupils will learn how to ask and answer questions about how they are feeling in French. They will also perform a finger rhyme in French to help practise new words.	Pupils will learn to recognise and name colours in French. They will describe shapes by their colour. Pupils will also describe shapes by both their size and colour. They will learn what cognates and near cognates are and how to spot them. Pupils will practise following simple instructions in French.	Pupils will learn to count from one to six in French. They will also practise counting beyond six. Pupils will use number words to share more information about themselves. They will recognise the numbers one to twelve written in French. Pupils will use numbers one to twelve when playing playground games.	Pupils will learn to understand and respond to simple classroom instructions in French. They will name objects found in a school bag and learn whether they are masculine or feminine. Pupils will practise asking and answering questions about things they have or do not have. They will read and understand short sentences in French. Pupils will prepare and present a short spoken text.	To be able to compare French with English and identify words that are cognates. To make changes to simple phrases and perform a song to an audience. To be able to adapt, ask and answer questions about a picture prompt. To be able to describe a journey to different French-speaking countries around the world. To be able to conduct a survey in French and select an appropriate method to present the results.	Pupils will research a new noun in French and find out if it is masculine or feminine. They will build sentences to describe where something lives or does not live. Pupils will use their language skills to solve a science-based puzzle. They will describe a food chain in French. Pupils will write sentences in French to explain a food chain.

PSHE and RSE

Autumn		Spring		Summer	
Family and relationships	**Safety and the changing body**	**Health and wellbeing**	**Citizenship**	**Economic wellbeing**	**School Transition**
• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	**Responsibility** • Rights of the child • Rights and responsibilities • Recycling **Community** • Local community groups • Charity **Democracy** • Local democracy • Rules	**Money** • Ways of paying • Budgeting • How spending affects others • Impact of spending **Career and aspirations** • Jobs and careers • Gender and careers	

Computing

Autumn		Spring		Summer	
Computing systems and networks – Connecting computers	Creating media – Stop-frame animation	Programming A – Sequencing sounds	Data and information – Branching databases	Creating Medi a- Desktop publishing	Programming B – Events and actions in programs