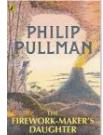


## Curriculum Overview

Year 3	Spring 1	Spring 2
<b>English</b>	<p><b>Spring 1: Text A – Fiction</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Focus:</b> Suspense: write a suspense story about escaping from a Viking raid</p> <p><b>Text(s):</b> Escape to Pompeii (TFW)</p> <p><b>Grammar focus:</b> Expanded noun phrases, adverbs, fronted adverbials</p>	<p><b>Spring 2: Text A – Fiction</b></p> <p><b>Genre:</b> Myths and Legends</p> <p><b>Focus:</b> Dialogue: myths and legend story</p> <p><b>Text(s):</b> Mighty Thor and the Stolen Hammer (TFW)</p> <p><b>Grammar focus:</b> Third person, dialogue, punctuate direct speech</p>
	<p><b>Spring 1: Text B – Non-Fiction</b></p> <p><b>Genre:</b> Persuasion</p> <p><b>Focus:</b> Persuasive letter to visit the Viking centre</p> <p><b>Text(s):</b> Hawk Ridge Farm (TFW)</p> <p><b>Grammar focus:</b> Present tense, progressive, modal verbs (should, must), fronted adverbials, subordinating conjunctions.</p>	<p><b>Spring 2: Text B – Non-Fiction</b></p> <p><b>Genre:</b> Discussion</p> <p><b>Focus:</b> Should the Vikings have invaded England?</p> <p><b>Text(s):</b> Are canals dangerous? (TFW)</p> <p><b>Grammar focus:</b> Sentence types – questions, modal verbs</p>
<b>Maths</b>	<p><b>Week 1:</b> Place Value and Algebra</p>	<p><b>Week 2-3:</b> Measures, Mass and Capacity.</p>
	<p><b>Week 6-7:</b> Fractions &amp; Decimals</p>	<p><b>Week 8-9:</b> Addition / Subtraction &amp; Algebra</p>
<b>Guided Reading</b>	<p><b>The Firework Maker's Daughter by Philip Pullman</b></p> <p>Plot Outline: A young girl called Lila wants to become a firework-maker, like her father Lalchand. Despite her talents, Lalchand believes this is an unsuitable job for girls. Lila disagrees, and journeys to get Royal Sulphur from Razvani the Fire-Fiend at Mount Merapi, as all aspirant firework-makers must do.</p> <p>The quest is nearly unsuccessful, as she does not have protection from the Fire-Fiend's flames or the Three Gifts to present to Razvani. However, her friends Hamlet, a talking white elephant, and Chulak, Hamlet's caretaker, manage to deliver the water of the Goddess of the Emerald Lake that will protect her. To Lila's surprise, Razvani recognizes her as a firework maker who has brought the Three Gifts, despite Lila being unaware of what the Three Gifts are.</p> <p>Upon her return home, she learns that Lalchand has been imprisoned because of the disappearance of Hamlet. To save his life, Lila and Lalchand must win the upcoming competition for the Firework Festival against other extremely talented firework makers. Upon their victory, Lalchand explains to his daughter that she does possess the Three Gifts: rather than tangible objects, they are talent, perseverance, and luck, all of which she has. She has talent, having worked with her father at firework-making for many years; courage and perseverance, for having undertaken the journey; and good fortune, which lies in having loyal friends, Chulak and Hamlet.</p> <p><b>Language Devices:</b> similes, short sentences, italics, expressive language (exclamation marks), metaphor, oxymoron, personification, ellipsis, capitalised words, identify how the authors express time place or cause and use adverbs to express time place and cause.</p> <p><b>Vocabulary:</b> Pungent, idleness, procession, protection, proposition, scampered, quail, drifted, gibbered, laboriously, obnoxious, determination, accompanied, splendour, generosity, hurling, apprehensively, disconsolately, clambering, ornamental, disembarked, suspending, dwindled, billowing, murmur, summoning, irresistible, transfixed, glimmer, jostled, scampered, plunged, sprawled.</p>	
<b>Science</b>	<p><b>Rocks</b></p> <p>In this unit, children learn about different types of rocks and how they are formed. They explore sedimentary, igneous, and metamorphic rocks, investigate their properties, and learn how fossils and soil are created over long periods of time. The unit helps children understand how rocks are important to the Earth's history and to everyday life.</p>	<p><b>Light</b></p> <p>In this unit, children learn how light helps us see and understand the world around us. They explore different sources of light, how light travels and reflects, and how shadows are formed and change throughout the day. Through practical investigations, children develop their scientific skills while learning why light is important for life on Earth.</p>

	<b>Assessment Task:</b> 'What can rocks tell a geologist about our planet?'	<b>Assessment Task:</b> Draw and label a scientific diagram to show how shadows are made. Explain why shadows change throughout the day.
<b>History</b>	<b>The Anglo-Saxons</b> In this unit, children will learn about life in Anglo-Saxon England, following on from their learning about the Romans. They will explore who the Anglo-Saxons were, why they came to Britain, how they lived, and how England was divided into different kingdoms. The unit also introduces key events and people, including Viking invasions and the Battle of Hastings, helping children understand how this period shaped England's history.	
<b>Geography</b>	<b>Rivers</b> In this unit, children will learn about rivers around the world and why they are important to people. They will explore where major rivers are located, how rivers are used, and how they shape the landscapes and communities around them. The unit also helps children understand the links between rivers and human activity, including settlement, farming, transport, and the impact of floods and droughts.	<b>UK Geography – The South West</b> In this unit, children learn about the South West of England and its key geographical features. They explore the counties in the region, the coastline, climate, and important industries such as farming and tourism. The unit helps children develop their understanding of regional geography and how physical and human features shape life in this part of the UK.
<b>RE</b>	<b>Gospel</b> <b>Topic Question:</b> <i>What kind of a world did Jesus want?</i>  In this unit, children will explore Jesus' teachings and what they tell Christians about how to live. They will learn about love, forgiveness, kindness, and fairness, and how these values influence Christian beliefs and actions today. The unit encourages children to think about how Jesus' messages can help create a better, more caring world.	<b>Salvation</b> <b>Topic Question:</b> <i>Why do Christians call the day Jesus died Good Friday?</i> In this unit, children learn about the events of Holy Week and why Good Friday is important to Christians. They explore the Bible stories leading up to Jesus' death and consider the meaning behind these events. The unit also encourages children to think about different viewpoints, including Mary's feelings, and to understand why Christians describe this day as "good."
<b>Art</b>	<b>Art of Ancient Egypt</b> In this unit, children will explore the art of Ancient Egypt and what it tells us about Egyptian life, beliefs, and civilisation. They will learn about sculptures, paintings, buildings, and artwork found in tombs, and study famous examples such as the Sphinx and representations of gods and goddesses. Children will also create their own Egyptian-inspired artwork using clay, mixed media, and handmade papyrus.	<b>Anglo-Saxon Art</b> In this unit, children will explore Anglo-Saxon art through famous historical artefacts such as those found at Sutton Hoo, the Lindisfarne Gospels, and the Bayeux Tapestry. They will learn how art was used to tell stories and show important events, while developing their own skills in drawing, painting, and collage. The unit finishes with children creating their own artwork inspired by the style and storytelling of the Bayeux Tapestry.
<b>Design and Technology</b>	<b>Pop-Up Books</b> In this unit, children design and make a pop-up book using simple linkage mechanisms. They learn how moving parts work, explore examples of pop-up designs, and choose suitable materials to make their books strong and effective. The unit develops creativity, problem-solving, and practical making skills, finishing with children evaluating their final product.	
<b>Music</b>	<b>Vivaldi's Winter</b> In this unit, children are introduced to <i>The Four Seasons</i> by composer Antonio Vivaldi and learn how music can represent ideas, images, and moods. They explore how Vivaldi uses musical patterns, tempo, and a minor key to create a wintry atmosphere, focusing on the first movement of <i>Winter</i> . Children then compose their own short winter-themed pieces, using percussion, simple notation, and group work to apply what they have learned about motifs and musical structure.	<b>Sounds of the Sea</b> In this unit, children explore <i>Storm and Dawn</i> by British composer Benjamin Britten, taken from his opera <i>Peter Grimes</i> . They learn how music can describe contrasting scenes at sea through changes in tempo, dynamics, and the use of different orchestral instruments. Using this as inspiration, children compose their own pieces to represent a storm and sunrise, developing their understanding of musical structure, patterns, and expression.
<b>PSHE</b>	<b>Anti-Bullying</b> In this unit, children will learn about what bullying is, the different forms it can take, and how it can affect people's feelings and wellbeing. They will explore why bullying happens, how to respond safely, and the	

importance of kindness, respect, and inclusion. The unit also encourages children to think about their role as bystanders and how they can help create a positive and supportive school community.