

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography/ history	<p>The United Kingdom (including region of Peak District) (<i>National</i>)</p> <p>What natural beauty is there in the United Kingdom? <i>So that we can appreciate and discuss features of landscapes.</i></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (mountains)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four grid references, symbols and key to build knowledge of the United Kingdom and the wider world</p>	<p>Prehistoric World -The Stone Age to Iron age.</p> <p>What changes were there in technology from the Stone Age to the Iron Age? <i>Does technology always improve our lives?</i></p> <p>What evidence is there in the local area to tell us about the Stone Age to the Bronze age?</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p>	<p>The rainforest (<i>Global</i>)</p> <p>What is the true cost of losing our rainforest? <i>So that we know and can explain the effects of anthropogenic impact.</i></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Early Civilisations (Ancient Egypt)</p> <p>How was Ancient Egypt ruled and what was it built on? <i>Does slavery still exist?</i></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient</p>	<p>Where does our food come from? (<i>Global</i>)</p> <p>Can we always choose locally sourced food? <i>So that we can make informed choices.</i></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Local History - Mining in Staffordshire</p> <p>'How safe was it to work in the Mines in Staffordshire? <i>How important is it to find 'clean energy sources' today?</i></p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a local history study</p>

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<p>Art/D.T.</p>	<p>Gestural Drawing with Charcoal</p> <p>How can I use my body to explore making marks with charcoal?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That when we draw we can use gestural marks to make work. - That when we draw we can use the expressive marks we make to create a sense of drama. - That when we draw we can move around. - That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Structures: shell structures using CAD (History – Stone age)</p> <p><i>How can I create a box to transport Stone Age artefacts in?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Cloth, Thread and Paint (Geography - Rainforest)</p> <p>How can I use cloth, thread and pain to create a picture inspired by a landscape?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That artists can combine art and craft using painting and sewing together to make art. - That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. - That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. - That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. 	<p>Egypt; The Shang Dynasty of Ancient China</p> <p>Mechanical systems: levers and linkages (History – Bronze age)</p> <p><i>How can I use mechanisms to create a bronze age scene?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products 	<p>Making Animated Design (English text) (including Digital and Animation)</p> <p>How can I create an image that moves?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That artists can make animations by creating drawings which move in a sequence. - That we can use all our mark making skills and imagination to make our drawings visually engaging. - That we can use our moving drawings to share narratives. - 	<p>Food: healthy diet (Geography/Art – Where does our food come from?)</p> <p><i>How can I use different types of food that are in season to create a healthy sandwich?</i></p> <p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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		<p><u>Evaluate</u></p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. 		<ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. 		
<p>Science</p>	<p><u>Skeletons</u> (Weeks 1-3)</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Movement</u> (Week 4)</p>	<p><u>Food waste</u> (Week 1)</p> <p>Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Working scientifically – Reporting on findings from</p>	<p><u>Soils</u> (Weeks 1-4)</p> <p>Recognise that soils are made from rocks and organic matter</p> <p><u>Light</u> (Weeks 5-6)</p> <p>Recognise that they need light in order to see things</p>	<p><u>Light</u> (Weeks 1-4)</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p><u>Plants</u> (Weeks 1-3)</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination,</p>	<p><u>Plants</u> (Week 1)</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination,</p>

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	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>TAPS assessment (Week 5)</u> Animals including humans</p> <p><u>Nutrition and diet</u> (Week 6-7)</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><u>Google quiz for all students</u> https://forms.gle/nkMZcWZgQPKQLu5u7</p>	<p>enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><u>Rocks</u> (Week 2-4)</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><u>Google quiz for all students</u> https://forms.gle/PjMGdY1fGz8MtP99</p> <p><u>Fossils</u> (Week 5-6)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><u>TAPS assessment (Week 7)</u> Rocks</p>	<p>and that dark is the absence of light.</p> <p>Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p> <p><u>Google quiz for all students</u> https://forms.gle/21kkFO3ef9fEmnMPA</p>	<p>Find patterns in the way that the size of shadows change.</p> <p><u>TAPS assessment</u> (Week 5) Light</p> <p><u>Plants</u> (Weeks 6-7)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p><u>Google quiz for all students</u> https://docs.google.com/forms/d/e/1FAIpQLSdy2v9aAy4hR4F_4kmZapkX1DDCKwcaSHiK4jvTAsXljFJSKq/viewform?usp=dialog</p>	<p>seed formation and seed dispersal.</p> <p><u>TAPS assessment</u> (Week 4) Plants</p>	<p>seed formation and seed dispersal.</p> <p><u>Forces</u> (Week 2-3)</p> <p>Compare how things move on different surfaces.</p> <p><u>Magnets</u> (Weeks 3-4)</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>TAPS assessment (Week 5)</u> Forces and Magnets</p> <p><u>Plants</u> (Week 6)</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>
<p><u>Working Scientifically</u> During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests 						

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- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

<p>Main text</p>	<p>Leon and the Place Between- Angela McAllister (3 weeks)</p>  <p>The Heart and the Bottle- Oliver Jeffers (3 weeks)</p> 	<p>Wilderness- (3 weeks)</p>  <p>The First drawing (3 weeks)- Mordicai Gerstein</p> 	<p>The Pied Piper of Hamelin (3 weeks)</p>  <p>The Last Garden- (3 weeks)</p> 	<p>Cloud Tea Monkeys (3 weeks)</p> 	<p>The Thames and the Tide Club (4 weeks)</p>  <p>How to Live Forever (3 weeks)</p> 	<p>Our Tower (3 weeks)</p>  <p>The BFG (4 weeks)</p> 
<p>English</p>	<p><u>Leon and the Place Between-</u></p>	<p><u>The First Drawing-</u></p>	<p><u>The Pied Piper of Hamelin-</u></p>	<p><u>Cloud Tea Monkeys-</u> Non-chronological reports</p>	<p><u>The Thames and Tide Club-</u></p>	<p><u>Our Tower-</u></p>

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	<p>Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p> <p><u>The Heart and the Bottle-</u> Own version 'dilemma' narratives Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice</p>	<p>Own historical narratives Character descriptions, diaries, recounts</p> <p><u>The BFG-</u> Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	<p>Own version myths/legends Writing in role, information reports, adverts, formal letters</p> <p><u>The Last Garden-</u> Own version extended narratives Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue</p>	<p>Descriptions, 'how to' guides (instructions), letters, discussions</p>	<p>Own version fantasy narrative Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue</p> <p><u>How to Live Forever-</u> Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning</p>	<p>Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks</p> <p><u>Cinderella of the Nile-</u> Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports</p>
Maths	<p>Number: place value Number: addition and subtraction</p>	<p>Number: addition and subtraction Number: multiplication and division A NFER (1 week)</p>	<p>Numbers: multiplication and division B Measurement (length and perimeter)</p>	<p>Number: fractions A Measurement (mass and capacity) NFER (1 week)</p>	<p>Number: fractions B Measurement (money) Measurement (time)</p>	<p>Measurement (time) Geometry (shape) Statistics NFER (1 week)</p>
PE	<p>Tag Rugby Swimming</p>	<p>Gymnastics (symmetry and asymmetry) Swimming</p>	<p>Dance (witches and wizards)</p>	<p>Hockey</p>	<p>Athletics</p>	<p>Tennis</p>
Music (Charanga)	<p>Let Your Spirit Fly - R and B <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Glockenspiel Stage 1 <i>children will learn;</i> about the language of music through playing the glockenspiel. to explore and develop playing skills through the glockenspiel or (if they have previous knowledge) the recorder.</p>	<p>Three Little Birds - Bob Marley Reggae song <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>The Dragon Song - Funky and Music from around the World <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Bringing Us Together - Disco <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Reflect, Rewind and Replay - Western Classical Music <i>children will learn;</i> to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music recognise and use the beginnings of the Language of Music.</p>

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Computing (Purple Mash) Yellow = split units over half terms	<u>Email (Digital Literacy)</u> <u>(6 weeks)</u> <ul style="list-style-type: none"> - Composing and replying to emails - Opening and sending attachments - Using email safely <p>ONLINE SAFETY 1 WEEK - Self image and identify (Lesson 1, 2 and 3)</p>	<u>Spreadsheets (Information technology)</u> <u>(6 weeks)</u> <ul style="list-style-type: none"> - Creating graphs - Understanding cell addresses - Using the formula bar - Combining 2Calculate functions to analyse data <p>ONLINE SAFETY 1 WEEK - Online relationships (Lesson 1,2 and 3)</p>	<u>Presentations (Microsoft, Apple & Google)</u> <u>(Information technology)</u> <u>(5 weeks)</u> <ul style="list-style-type: none"> - Adding media - Customising with animation and timings - Designing an effective presentation <p>ONLINE SAFETY 2 WEEKS - Online reputation (Lesson 1,2 and 3) - Online bullying (Lesson 1 and 2)</p>	<u>Touch Typing (Information technology)</u> <u>(4 weeks)</u> <ul style="list-style-type: none"> - Recognising keyboard locations - Understanding correct finger positioning - Improving accuracy and speed <p>ONLINE SAFETY 1 WEEK - Health, well-being and lifestyle (Lesson 1) - Privacy and security (Lesson 1 and 2)</p>	<u>Route Planners - (Computer Science)</u> <u>(5 weeks)</u> <ul style="list-style-type: none"> - Writing commands using rotation - Creating algorithms and writing code - Planning routes - Repetition in 2Go <p>ONLINE SAFETY 1 WEEK - Managing online information (Lesson 1, 2 and 3)</p>	<u>Coding (Computer science)</u> <u>(6 weeks)</u> <ul style="list-style-type: none"> - Using flowcharts in 2Chart - Using timers - Introducing repetition - Testing and debugging <p>ONLINE SAFETY 1 WEEK - Copyright and ownership (Lesson 1)</p>
	<p>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy)</p> <p>- self image and identity - online relationships - online reputation - online bullying -health, wellbeing and lifestyle - privacy and security - managing online information -copyright and ownership</p>					
Languages (French)	A new start (Greetings /farewells Ask and answer questions: name/ feelings. Explore numbers 0-10. Explore 6 colours.)	Calendar and celebrations (Colours Commands in class Days of week Months of year Culture: Christmas)	Animals I like and don't like. (Animals (pets) nouns, What is it? My favourite animal is ...)	Carnival and using numbers (Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age)	Fruits, vegetables, hungry giant story (Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please)	Going on a picnic; Aliens in France; Language Puzzle (Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in)
RE	Unit 19 What do Christians learn from the creation story? People of God	Unit 25 What kind of world did Jesus want? Gospel	Unit 21 How do festivals and worship show what matters to a Muslim? Islam	Unit 22 How do festivals and worship show what matters to a Jewish person? Judaism	Unit 23 What do Christians learn from the creation story? Creation/Fall	Unit 24 How and why do people try and make the world a better place? Thematic
PSHE	<p>CO-OP VALUE SELF-RESPONSIBILITY</p> I can face new challenges positively, make responsible choices and ask for help when I need it	<u>Celebrating Difference</u> I can tell you about a time when my words affected someone's feelings and what the consequences were.	<u>Dreams and Goals</u> I can evaluate my own learning process and identify how it can be better next time.	<u>Healthy Me</u> I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping	<u>Relationships</u> I can explain how some of the actions and work of people around the world help and influence my life.	<u>Changing Me</u> I can identify how boys and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so their

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	<p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p>	<p>I can give and receive compliments and know how this feels.</p>	<p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>my self-safe, including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can show an awareness of how this could affect my choices.</p>	<p>bodies can make babies when they grow up.</p> <p>I recognize how I feel about these changes happening to me and know how to cope with these feelings.</p>
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