Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 weeks
Geography/ history	The United Kingdom (including region of Peak District) *(National)* What natural beauty is there in the United Kingdom? *So that we can appreciate and discuss features of landscapes.* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (mountains) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four grid references, symbols and key to build knowledge of the United Kingdom and the wider world	Prehistoric World -The Stone Age to Iron age. What changes were there in technology from the Stone Age to the Iron Age? *Does technology always improve our lives?* What evidence is there in the local area to tell us about the Stone Age to the Bronze age? 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. Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age	The rainforest *(Global)* What is the true cost of losing our rainforest? *So that we know and can explain the effects of anthropogenic impact.* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn understand geographical similarities and differences through the study of human and physical geography of a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Early Civilisations (Ancient Egypt) How was Ancient Egypt ruled and what was it built on? *Does slavery still exist?* 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. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 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	Where does our food come from? *(Global)* Can we always choose locally sourced food? *So that we can make informed choices.* 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) describe and understand key aspects of: - 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Local History - Mining in Staffordshire 'How safe was it to work in the Mines in Staffordshire? *How important is it to find 'clean energy sources' today?* Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a local history study

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

				Egypt; The Shang Dynasty of Ancient China		
Art/D.T.	Gestural Drawing with Charcoal How can I use my body to explore making marks with charcoal? Pupils will learn; - 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.	Structures: shell structures using CAD (History – Stone age) *How can I create a box to transport Stone Age artefacts in?* When designing and making, pupils should be taught to: <u>Design</u> - 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 <u>Make</u> - 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	Cloth, Thread and Paint (Geography - Rainforest) How can I use cloth, thread and pain to create a picture inspired by a landscape? Pupils will learn; - 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.	Mechanical systems: levers and linkages (History – Bronze age) *How can I use mechanisms to create a bronze age scene?* When designing and making, pupils should be taught to: <u>Design</u> - 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 <u>Make</u> - 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 <u>Evaluate</u> - investigate and analyse a range of existing products	Making Animated Design (English text) (including Digital and Animation) How can I create an image that moves? Pupils will learn; - 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. -	Food: healthy diet (Geography/Art – Where does our food come from?) *How can I use different types of food that are in season to create a healthy sandwich?* <u>Cooking and nutrition</u> Pupils should be taught to: - 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.

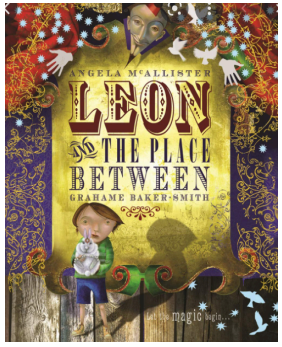
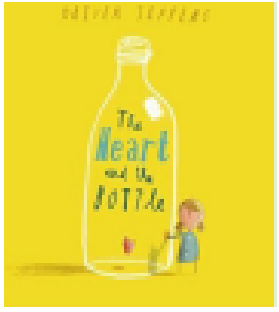
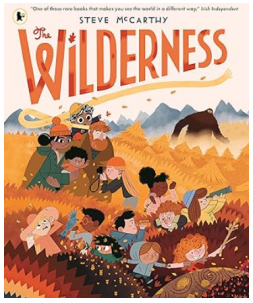
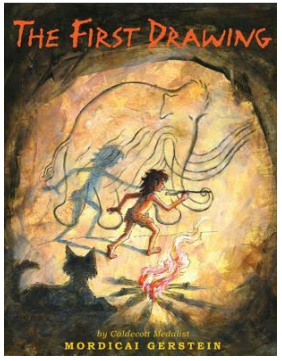
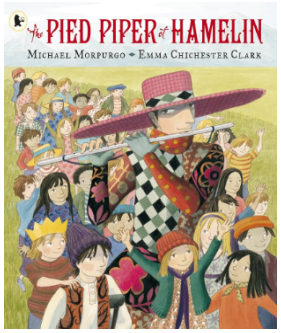
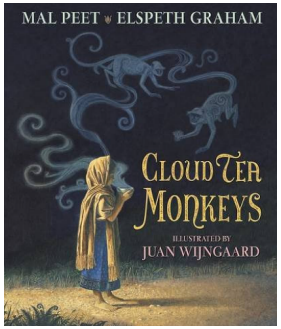
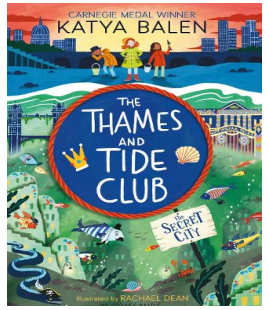
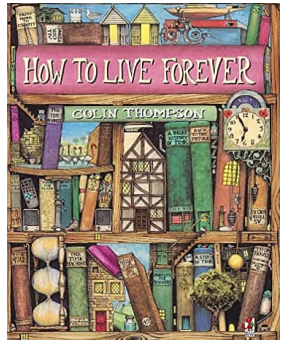
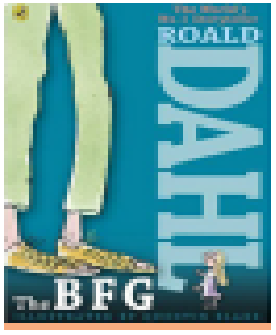
Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

		<u>Evaluate</u> - 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 <u>Technical knowledge</u> - 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.		- 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 <u>Technical knowledge</u> - 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.		
Science	<u>Animals Including Humans</u> 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.	<u>Rocks, Fossils and soils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when	<u>Forces & Magnets</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and	<u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that	<u>Light (week 1-2)</u> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil,

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. TAPS assessment Animals including humans. Google quiz for all students https://forms.gle/nkMZcWZgQPKQLu5u7	things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Google quiz for all students https://forms.gle/PjMGdY1fjGz8MtP99. TAPS assessment Rocks	attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. TAPS assessment Forces and Magnets	there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. TAPS assessment Light Plants Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. TAPS assessment Plants Google quiz for all students https://docs.google.com/forms/d/e/1FAIpQLSdy2v9aAy4hR4F_4kmZapkX1DDCKwcqSHiK4jvTAsXljFJSKg/viewform?usp=dialog
	Working Scientifically *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:* • *asking relevant questions and using different types of scientific enquiries to answer them* • *setting up simple practical enquiries, comparative and fair tests* • *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*					

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	• *identifying differences, similarities or changes related to simple scientific ideas and processes* • *using straightforward scientific evidence to answer questions or to support their findings.*					
Main text	Leon and the Place Between- Angela McAllister (3 weeks)  The Heart and the Bottle- Oliver Jeffers (3 weeks) 	Wilderness- (3 weeks)  The First drawing (3 weeks)- Mordicai Gerstein 	The Pied Piper of Hamelin (3 weeks)  The Last Garden- (3 weeks) 	Cloud Tea Monkeys (3 weeks) 	The Thames and the Tide Club (4 weeks)  How to Live Forever (3 weeks) 	Our Tower (3 weeks)  The BFG (4 weeks) 
English	<u>Leon and the Place Between-</u> Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	<u>The First Drawing-</u> Own historical narratives Character descriptions, diaries, recounts <u>The BFG-</u> Own version fantasy narratives Recount (diary entry),	<u>The Pied Piper of Hamelin-</u> Own version myths/legends Writing in role, information reports, adverts, formal letters	<u>Cloud Tea Monkeys-</u> Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions	<u>The Thames and Tide Club-</u> Own version fantasy narrative Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue	<u>Our Tower-</u> Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks <u>Cinderella of the Nile-</u> Own version narratives Descriptive

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	The Heart and the Bottle- Own version 'dilemma' narratives Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice	character descriptions, wanted posters, new chapters, instructions	The Last Garden- Own version extended narratives Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue		How to Live Forever- Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	passages, how to guides, letters, discussions, non-chronological reports
Maths	Number: place value Number: addition and subtraction	Number: addition and subtraction Number: multiplication and division A NFER (1 week)	Numbers: multiplication and division B Measurement (length and perimeter)	Number: fractions A Measurement (mass and capacity) NFER (1 week)	Number: fractions B Measurement (money) Measurement (time)	Measurement (time) Geometry (shape) Statistics NFER (1 week)
PE	Tag Rugby Swimming	Gymnastics (symmetry and asymmetry) Swimming	Dance (witches and wizards)	Hockey	Athletics	Tennis
Music (Charanga)	Let Your Spirit Fly - R and B *children will learn*; 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	Glockenspiel Stage 1 *children will learn*; 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.	Three Little Birds - Bob Marley Reggae song *children will learn*; 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	The Dragon Song - Funky and Music from around the World *children will learn*; 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	Bringing Us Together - Disco *children will learn*; 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	Reflect, Rewind and Replay - Western Classical Music *children will learn*; 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.
Computing (Purple Mash)	Presentations (Microsoft, Apple & Google) (Information technology) - Adding media	Spreadsheets (Information technology - Understanding cells and columns	Email (Digital Literacy) (6 weeks) - Composing and replying to emails	Touch Typing (Information technology) (4 weeks) - Recognising keyboard locations	Route Planners - (Computer Science) (5 weeks) - Writing commands using rotation	Coding (Computer science) (6 weeks) - Using flowcharts in 2Chart - Using timers

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	- Customising with animation and timings - Designing an effective presentation ONLINE SAFETY - Self image and identify	- Inserting images with values - Using totalling tools - Creating graphs ONLINE SAFETY - copyright and ownership	- Opening and sending attachments - Using email safely ONLINE SAFETY - online reputation	- Understanding correct finger positioning - Improving accuracy and speed ONLINE SAFETY - privacy and security	- Creating algorithms and writing code - Planning routes - Repetition in 2Go ONLINE SAFETY - privacy and security	- Introducing repetition - Testing and debugging ONLINE SAFETY - Managing Online Information
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - privacy and security - managing online information -copyright and ownership					
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 23 L2.1 What do Christians learn from the Creation story? (Theology)	Unit 19 L2.2 What is it like for someone to follow God? (Theology, Sociology)	Unit 21 L2.9 How do festivals and worship show what matters to Muslims? (Theology/Sociology)	Unit 22 L2.10 How do festivals and family life show what matters to Jewish people? (Sociology Theology)	Unit 20 L2.3 What is the 'Trinity' and why is it important for Christians? (Theology)	Unit 24 L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious (Sociology)
PSHE	<u>Being Me in my world</u> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my class Jigsaw Floorbook I can face new challenges positively, make responsible	<u>Celebrating Difference</u> I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying	<u>Dreams and Goals</u> I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out	<u>Healthy Me</u> I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health	<u>Relationships</u> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	<u>Changing Me</u> I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby I understand how babies grow and develop in the mother's uterus

Co-op Academy Clarice Cliff Curriculum Overview – Year 3 - 2026/27

	choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action	I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were	the best ways for me to achieve them I can be motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and take steps to overcome them I can evaluate my own learning process and identify how it can be better next time	I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it	I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family	I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process 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 that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I move to my next class