

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

The Year 3 Whitley Curriculum - Long Term Plan 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Wilderness-Steve McCarthy The first drawing-Mordicai Gerstein	The BFG -Roald Dahl The Barnabus Project-The Fan Brothers	The Pied Piper of Hamelin- Michael Morpurgo The Search for the Giant Arctic Jellyfish- Chloe Savage	Cloud Tea Monkeys- Mal Peet & Elspeth Graham Black Dog-Levi Pinfold	Escape from Pompeii- Christina Balit. Flotsam-David Wiesner	The Zebra's Great Escape-Katherine Rundell How to Live Forever-Colin Thompson
Science	Rocks and Fossils	Soils	Animals including humans	Plants	Light	Magnets and Forces
Computing	Digital Literacy and Online Safety	Communication and collaboration	Starting from Scratch	Databases	Digital Imagery: Patterns in nature	Getting started with Kodu
RE	2.1 What do Christians learn from the Creation story?	2.4 What kind of world did Jesus want?	2.7 What does it mean to be a Hindu in Britain today?	2.7 What does it mean to be a Hindu in Britain today?	2.6 For Christians, what was the impact of Pentecost?	2.11 How and why do people try to make the world a better place?



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<p>Humanities</p>	<p>Geography-Land Use.</p> <p>In geography, we will investigate how land is used locally and nationally. Children will learn to recognise Ordnance Survey symbols, draw and interpret sketch maps, and carry out fieldwork to record and explain patterns of land use and how these have changed over time.</p>	<p>History-prehistory. Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p> <p>In history, we will explore life in prehistoric Britain from the Stone Age through to the Iron Age. Children will learn how archaeologists use evidence to make deductions, while recognising its limitations and gaps.</p>	<p>Geography Volcanoes and Earthquakes</p> <p>In geography, we will explore the structure of the Earth and how tectonic plates cause natural hazards. Children will learn how volcanoes are formed and erupt, why earthquakes happen, and the impact these hazards have on people and places. They will investigate real examples, consider how people stay safe, and decide whether they would choose to live near a tectonic hazard.</p>	<p>History: Romans Why did the Romans invade and settle in Britain?</p> <p>In history, we will explore the Roman Empire and its invasion of Britain. Children will learn why the Roman army was so successful, how the Celts responded and what legacies the Romans left behind.</p>	<p>Italy-Sicily</p> <p>In geography, we will use maps and atlases to explore European countries, with a focus on Italy and Sicily. Children will compare human and physical features, land use, and climate in Sicily with those in their local region, considering similarities, differences, and the impact of climate change.</p>	<p>History-Ancient Egyptians What was important to ancient Egyptians?</p> <p>In history, we will learn where and when ancient civilisations began, focusing on Egypt. Children will explore the importance of the River Nile, beliefs about the afterlife, and key discoveries such as the Rosetta Stone, to understand what mattered to people in Ancient Egypt.</p>
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Arts and Design	Painting and mixed media: prehistoric art 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.		Drawing - 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.		Ancient Egyptian scrolls <i>In art, we will explore Ancient Egyptian art and use it as inspiration for our own work. Children will experiment with drawing techniques, record patterns and colours, and develop sketches into a final painted or drawn piece. They will then create a zine that combines images and information with a clear purpose.</i>	
Design Technology		Eating Seasonally. The children will understand about food around the world and eating seasonally. We will be making healthy recipes using seasonal ingredients.		Electrical systems: Electric poster <i>In design and technology, we will learn about information design and its importance. Children will research a Roman theme, develop poster ideas, and create an electric poster by assembling a simple circuit with a bulb. They will evaluate their finished work against design criteria and peer feedback</i>		Textiles: Egyptian collars. In design and technology, we will explore different fabrics and decorative techniques. Children will design and make an Ancient Egyptian collar, using skills such as cross-stitch, appliqué, and embellishment, before finishing their work with accuracy and creativity.
PSHE, RSE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing

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PE	Gymnastics	NUFC Cricket	Modified Team Games (NUFC)	Attacking and Defending (NUFC)	Invasion Games	Summer Games and Sports day
Music,	CHARANGA Let Your Spirit Fly CORNETS	Christmas I'm Gonna Shine! CORNETS	CHARANGA Three Little Birds CORNETS	CHARANGA The Dragon Song CORNETS	CHARANGA Blackbird CORNETS	CHARANGA Reflect, Rewind and Replay CORNETS
MFL	Je parle français Greetings and Classroom commands	Je parle français Numbers 0-12 Classroom Objects Description of what is in a pencil case.	Je me présente Age, avoir, pronouns je/tu/il/elle Where you live (towns and countries) Days of the week Adverbs of time	Je me présente Describing weather Weather Rap Alphabet Numbers 13-20	Moi et ma famille Describing members of the family Reading and writing a letter about my family Colour preferences	Moi et ma famille Asking and answering questions The story of Sleeping Beauty