

Curriculum Plan Overview Summer 2025

Year Group: 3



HUNTINGTOWER
A PRIORY ACADEMY

| Breadth | Threshold Concept | Milestone 2 Yr 3 | Activities (that relate to Threshold Concepts and the Milestone indicators) |
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| History | | | |
| | Investigate and interpret evidence | <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history | <p>Key vocabulary – fertile, irrigation, rituals, archaeologists, canopic jars, sarcophagus, mummy, temples, engineering, preserve, embalmed, pharaoh, afterlife, eternity.</p> <p>Ancient Egypt-where and when? -locating ancient Egypt in time and place.</p> <p>Why was the River Nile important and what was its impact on life in Ancient Egypt? -exploring the Egyptian landscape, learning about irrigation and farming.</p> |
| | Build an overview of world history | <p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <p>Clues from the past-What can we learn about life in Ancient Egypt from artefacts? -exploring the significance of the discovery of Tutankhamun's tomb and what we can learn from the artefacts found.</p> |
| | Understand Chronology | <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. | <p>Clues from the past-What can we learn about life in Ancient Egypt from artefacts? -looking at artefacts and hieroglyphics to learn about everyday life in Ancient Egypt.</p> |

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| | | <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events | <p>-the Rosetta Stone</p> <p>The Pyramids and obelisks -exploring how they were build and why. -who built the pyramids and what was it like for them?</p> <p>Egyptian beliefs and burials -exploring ancient Egyptian beliefs about life and death including learning about the embalming process</p> |
| <p>Communicate historically</p> | | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past | |
| <p>Geography</p> | | | |

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| | <p>Investigate places</p> | <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. | <p>Term 6 Climate Change and The Water Cycle: Lesson 1: The Water Cycle; the cycle WALT: Communicate geographically. Lesson 2: The Water Cycle: clouds and precipitation WALT: Communicate geographically. Lesson 3: Understand what climate change is, what causes it and how it affects the planet WALT: Communicate geographically. Lesson 4: Explore different ways in which people can take action against climate change. WALT: Communicate geographically. Lesson 5: How to take positive steps to reduce climate change. WALT: Communicate geographically.</p> <p>climate, weather, adapt, carbon dioxide, methane, excretion, deforestation, evaporation, condensation, run-off, percolation, precipitation, cumulonimbus, stratus, cumulus, cirrus</p> |
| | <p>Investigate patterns</p> | <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. | |

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| | <p>Communicate geographically</p> | <ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | |
| Art & Design | | | |
| | <p>Develop ideas</p> | <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language | <p>PRINTING term 5:</p> <p>-Create image using printing techniques-Replicate patterns observed in built environments- walls, driveways etc. Reminders about printing techniques with blocks.</p> <p>-Create image using printing techniques-Replicate patterns observed in natural environments, e.g petals or leopard spots. Use 2 or more layers of colour to print with.</p> <p>-Look at sources of inspiration (nature or Ancient Egypt) to design and make printing blocks from coiled string glued to a block.</p> |
| <p>Master Techniques</p> | <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> | | |

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| | <ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. <p>Drawing</p> <ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.• Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns <p>Textiles</p> <ul style="list-style-type: none">• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric | <p>-Use printing blocks to make precise repeating patterns.</p> <p>Myths and Legends theme (inspiration from the greats)</p> <p>-Look at and discuss the works of Pre-Raphaelite artists who were inspired by myths and legends including</p> <ul style="list-style-type: none">• The Lady of Shalot by John William Waterhouse (1888)• The Last Sleep of Arthur in Avalon by Edward Burne Jones (1881-95) |
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| | | <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created | |
| | Take inspiration from the greats | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | |
| Design & Technology | | | |
| | Master practical skills | <p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Textiles</p> | <p>Term 6:</p> <p>Frame structures</p> <p>Lesson 1: Introduction to frame structures</p> <p>Lesson 2: Finger fluency- joining frame structures</p> <p>Lesson 3: Design inspiration- types of bridges</p> <p>Lesson 4: Guided design- create and use Jinks' corners</p> <p>Lesson 5: Guided design- make bridge</p> <p>Vegetable Soup</p> <p>Lesson 1: Finger fluency- claw grip/ chopping using playdough</p> <p>Lesson 2: Mood board for soup/ product outline</p> <p>Lesson 3: Design diagram with construction steps</p> <p>Lesson 4: Vegetable prep/ making soup</p> <p>Lesson 5: Guided design- re-think</p> <p>Lesson 6: Product evaluation</p> <p>Quigley DT Curriculum guide Milestone 2.8 P111-126</p> |

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| | | <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Electricals and electronics</p> <ul style="list-style-type: none"> • Create series and parallel circuits <p>Computing</p> <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | <p>Key vocabulary - rigid, truss, distribute, strut, joining plate, automatically, fluency, pioneer, inspiration, purpose, user, chord, pier</p> |
| | <p>Design, make, evaluate and improve</p> | <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. | |

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| | <p>Take inspiration from design throughout history</p> | <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work | |
| Science | | | |
| | <p>Work scientifically</p> | <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. | |
| | <p>Biology Understand plants</p> | <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, 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. | <p>Term 5:</p> <p>Step 1 Parts of a plant and their functions Step 2 Plant dissection Step 3 Plan - plant growth</p> |

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| | <ul style="list-style-type: none"> Investigate the way in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>Step 4 Plant - plant growth Step 5 The stem and water transportation Step 6 Looking at seeds Step 7 Reproductive parts in plants</p> <p>Step 8 Pollination</p> <p>Step 9 Seed dispersal Step 10 Life cycle of plants</p> |
| Understand animals and humans | <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. <p>Key vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p> | |
| Chemistry | Rocks and Soils | |

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| | <p>Investigate materials</p> | <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. | |
| | <p>Physics</p> <p>Understand movement, forces and magnets</p> | <ul style="list-style-type: none"> • 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 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. | <p>Forces: Lesson 1: Explore Forces Lesson 2: Friction Lesson 3: Plan and investigate friction experiment</p> <p>Magnets: Lesson 1: Magnets Lesson 2: Magnetic and non-magnetic materials Lesson 3: Investigate metals Lesson 4: North and South poles- attract and repel</p> |
| | <p>Understand light and seeing</p> | <ul style="list-style-type: none"> • 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 there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. | |

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| | Code | This concept involves developing an understanding of instructions, logic and sequences | Coding: Events and Actions Lesson 1: Introduction to Scratch Lesson 2: Programming sprites Lesson 3: Sequences Lesson 4: Ordering commands Lesson 5: Looking good Lesson 6: Making an instrument |
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| | Connect | This concept involves developing an understanding of how to safely connect with others. | |
| | Communicate | Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | |
| | Collect | Devise and construct databases using applications designed for this purpose in areas across the curriculum6: | |
| Music | | | |
| | Perform | <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | Charanga Y3 Unit 5 & 6 |
| | Compose | <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. | |

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| | | <ul style="list-style-type: none"> Use digital technologies to compose pieces of music. | |
| | Transcribe | <ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | |
| | Describe music | <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. | |

P.E

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| | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> | <p>Games</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. <p>Dance</p> <p>Plan, perform and repeat sequences.</p> | <p>Term 5: Y3 Golf</p> <p>LESSON 1: To explore hitting technique and aiming towards a target.</p> <p>LESSON 2: To explore shot accuracy.</p> <p>LESSON 3: To explore the technique for putting.</p> <p>LESSON 4: To explore the technique for chipping.</p> <p>LESSON 5: To explore the techniques used for a short game.</p> <p>LESSON 6: To explore the technique for a long game.</p> <p>Term 6: Y3 Tennis</p> <p>LESSON 1: To develop racket and ball control.</p> <p>LESSON 2: To explore rallying using a forehand.</p> <p>LESSON 3: To explore returning the ball using a forehand.</p> |
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| | | <ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water | <p>LESSON 4: To explore returning the ball using a backhand.</p> <p>LESSON 5: To learn how to score and use simple rules.</p> <p>LESSON 6: To work co-operatively with others to begin to manage a game.</p> |
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| | | <p>Athletics</p> <ul style="list-style-type: none">• Sprint over a short distance up to 60 metres.• Run over a longer distance, conserving energy in order to sustain performance.• Use a range of throwing techniques (such as under arm, over arm).• Throw with accuracy to hit a target or cover a distance.• Jump in a number of ways, using a run up where appropriate.• Compete with others and aim to improve personal best performances. <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none">• Arrive properly equipped for outdoor and adventurous activity.• Understand the need to show accomplishment in managing risks.• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary. | |
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| R.E | | | |
| | <p>Understand beliefs and teachings</p> | <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. | <p>Term 5 & 6:</p> <p>BUDDHISM – Noble Eightfold Path</p> <p>Lesson 1: Who and Where</p> <p>Lesson 2: Main Beliefs.</p> <p>Lesson 3: Special Places</p> <p>Lesson 4: Special Festivals</p> <p>Lesson 5: Holy Book</p> <p>Lesson 6: Symbols and Meanings</p> <p>HINDUISM – Dharma, Karma, Artha & Moksha</p> <p>faith, noble, dharma, karma, artha & moksha</p> |
| | <p>Understand practices and lifestyles</p> | <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. | |
| | <p>Understand how beliefs are conveyed</p> | <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. | |
| | <p>Reflect</p> | <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. | |
| | <p>Understand values</p> | <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas | |
| RHE & PSED | | | |

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| <p>Physical health and Mental wellbeing</p> | <p>Y3- Health choices and habits; what affects feelings; expressing feelings</p> <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle | <p>Relationships</p> <ol style="list-style-type: none"> 1: Family roles and responsibilities 2: Friendship 3: Keeping myself safe online 4: Being a global citizen-1 5: Being a global citizen – 2 6: Celebrating my web of relationships |
| | <ul style="list-style-type: none"> • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful | <p>Changing Me</p> <ol style="list-style-type: none"> 1: How babies grow 2: Babies 3: Outside body changes 4: Inside body changes 5: Family stereotypes 6: Looking ahead |
| <p>Growing and Changing</p> | <p>Y3: Personal strengths and achievements; managing and re- framing setbacks</p> <ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person’s identity • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues | |

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| | | basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again | |
| | Keeping safe | <p>Y3: Risks and hazards; safety in the local environment and unfamiliar places</p> <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> | |
| MFL | | | |
| | Carnival of the Animals and What's the Weather like? (Y4) Eurostars | <p>Read fluently- This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p>Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interactions</p> | |

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