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| A logo with a green tree  Description automatically generated**Stubbins Primary School****Curriculum Planner** |
| **Autumn 1** | **Year 3** |
| **English**  | **Coming to England**In English, we will be focusing on the story ‘Coming to England’ by Floella Benjamin. The children will develop their comprehension skills by drawing inferences about characters’ thoughts, feelings, and motives. They will also be building and increasing range of sentence structures to enhance their writing. As part of this unit, children will write letters in role as Floella, describing her experiences of settling into life in the UK. Throughout the half term, we will continue to consolidate and extend the children’s spelling, punctuation, and grammar skills.Our class novel for this half term is ‘The Hodgeheg’by Dick King-Smith. |
| **Maths**  | **Place Value / Addition and Subtraction**In Maths, children will be developing their understanding of **place value,** focusing on representing, ordering, and comparing numbers up to 1,000. They will also extend their knowledge of **addition and subtraction**, including adding and subtracting ones, tens, and hundreds, with and without exchanges. |
| **Science**  | **Animals Including Humans**In Science, children will focus on the unit **Animals Including Humans**, where they will deepen their understanding of life cycles and the basic needs of animals and humans to survive. They will explore the importance of nutrition, exercise, and a healthy lifestyle in supporting growth and well-being. As part of this unit, children will also learn about human skeleton, bones, and muscles, considering how they provide support, protection, and movement.  |
| **Geography** | **Where Does the River Take Us?**In Geography, children will undertake a **local study of the River Irwell,** developing their understanding of the key features of a river, from its source to its mouth where it flows into the sea. They will explore how rivers change along their course and consider the role rivers play in shaping the landscape and supporting human activity. As part of this unit, children will also study the **water cycle,** gaining an understanding of processes such as evaporation, condensation, and precipitation, and how these relate to rivers and the wider environment.  |
| **Art/DT** | **Drawing – Georgia O’Keeffe**In Art, children will focus on **developing their sketching skills**, learning how artists use shape, line, and proportion to create accurate and expressive drawings. They will explore techniques to refine their observational drawing and apply these in their own artwork. As part of this unit, children will study the work of **Georgia O’Keeffe**, considering her style, subject matter, and artistic influence. |
| **Computing**  | **Connecting Computers**In Computing, children will learn about **systems and networks**, developing their understanding of how digital devices function. They will explore the concepts of **inputs, processes, and outputs**, examining how information is received, processed, and communicated by various devices. Children will also consider how digital systems connect and interact within networks, building foundational knowledge to support future learning in computing, problem-solving, and digital literacy. |
| **PSHE** | **Me and My Relationships**In PSHE, children will explore **the purpose and importance of rules** in our daily lives, considering how they help to keep individuals and communities safe and fair. They will also reflect on **relationships with people who are special to them**, discussing ways in which they can show care, support, and kindness. This unit encourages children to develop **personal and social awareness**, fostering empathy, responsibility, and positive contributions.  |
| **PE** | **Rugby / Cricket**In PE, children will develop fundamental skills and tactical understanding in both rugby and cricket. * In rugby, they will focus on passing techniques, including the swing pass, and apply tactics to outwit defenders while enhancing teamwork and positional awareness.
* In cricket, children will demonstrate core skills such as underarm throwing, striking, and catching the ball, while applying simple strategies to support effective gameplay.

These activities aim to build coordination, accuracy, decision-making, and an understanding of game tactics. |
| **RE** | **Christianity - God** Children will explore a variety of stories from the Bible, focusing on how God’s messages were communicated to others. They will study the lives of **prophets** and other individuals who serve God, considering how their actions and teachings continue to inspire people today. Through these explorations, children will develop an understanding of faith, service, and the impact of inspirational figures in both biblical and contemporary contexts. |
| **Music**  | **Writing Music**Children will develop their **musical notation skills** by exploring rhythm and pulse, and applying these concepts to accurately record and interpret musical patterns.  |
| **French**  | **Greetings**This unit will introduce children to foundational French language skills, including basic greetings, self-introduction (name and age), describing family members, and understanding and using numbers. Children will develop confidence in speaking and listening through interactive activities, enabling them to communicate simple information in French. |
| **Homework & Spellings**  | For homework, your child is expected to read their reading book regularly, practise their spellings and complete their weekly maths homework. This is due in on a Thursday. Spellings will be sent home in your child’s home learning book, on a Friday, and tested the following Friday in school.There will also be a whole school core value challenge you can complete if you want to. We would love to see photos/ videos on class dojo! These will be celebrated at the end of the half-termIf you would like to do any extra home learning relating to your child’s curriculum topics, we would love to see what you get up to! Please send your photos on class dojo! Thank you for your continued support. |