



We are following the National Curriculum which provides a balanced and broad curriculum – promoting spiritual, moral, cultural, mental and physical development & preparing pupils for the opportunities, responsibilities and experiences of later life. Click [here](#) to see the full document.

| Year Three   |   | Summer Term 2025   |   |   |
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| River Deep, Mountain High/ Is change in Old Basing a good thing? |   |  |   |   |
| Subject  | Areas covered   |  |   |   |
| <b>Learning Enrichment</b>                                       | <ul style="list-style-type: none"> <li>Local river geography field trip</li> <li>Village walk</li> <li>Gilbert White Field Studies Centre</li> <li>QMC Science workshop</li> </ul>  |  |   |   |
| <b>English</b>   | <b>Texts:</b><br>The Little Shoemaker<br>Mountains and Rivers<br>Valerie Bloom – Hot Like<br>Fire and other poems<br>Philip Pullman – The Firework – Maker’s Daughter<br>Race To The Frozen North<br>A River<br>Nothing to See Here<br>Hotel<br>Information leaflets<br>Fairy Tales<br>The Bible                                      | <b>Reading skills:</b><br>Clarifying<br>Retrieval<br>Inference<br>Summarising<br>Identifying features of a text type | <b>Writing genres:</b><br>Persuasive Advert<br>River poetry<br>Letter writing<br>Descriptive writing<br>Instructions        | <b>Writing skills:</b><br>Use of subordinating conjunctions to show relationship in time and place.<br>Use a wider range of conjunctions<br>Prepositions<br>Imperative verbs<br>Poetic devices<br>(Similes/metaphors/personification)<br>Quantifiers<br>Technical vocabulary<br>Speech marks/ inverted commas<br>Accurately use commas in lists.<br>Apostrophes to mark singular possession (e.g. the girl’s name). |
| <b>Mathematics</b>   | Concepts covered:<br>Length and Perimeter<br>Fractions- finding fractions of amounts and adding and subtracting fractions with the same denominator.<br>Reading the time- using Roman numeral clocks too.<br>Mass and Capacity  |  | Properties of 2D and 3D shapes<br>Interpret bar charts and pictograms<br>Missing number problems<br>Application of concepts |   |
| <b>Science</b>   | States of Matter and the Water Cycle<br>Longitudinal plant study: How do plants grow? What do they need? What are optimum conditions for growth?  |  |   |   |
| <b>Art and design</b>  | Experiment with different textures and effects<br>Colour mixing and matching<br>Landscape paintings<br>Collage  |  |   |   |
| <b>Geography</b>   | Mountains and Rivers- How are they formed? What are their features? What river is important to us in our village?<br>Locating Old Basing with the county and country. How do they link? What has shaped Old Basing? How has it changed? Why did people choose to settle here all those years ago?                                     |  |   |   |
| <b>Computing</b>   | Branching Databases<br>Internet safety – why do we need permission to be photographed/videoed?<br>What happens if we were to put these videos online? Can they ever be deleted?<br>Events and Patterns<br>Productivity – graphs<br>Check internet safety understanding with questions at the start of each lesson.<br>Interland game? |  |   |   |
| <b>Design and technology</b>                                     | Sewing - Animal cushion   |  |   |   |
| <b>Languages (French)</b>  | Monster topic using colours and parts of the body<br>Food/What we grow, alongside the story Jacques et le haricot magique   |  |   |   |
| <b>Music</b>   | Learning to play the recorder- pitch/ duration<br>The Young Person’s Guide to the Orchestra- timbre/ texture  |  |   |   |

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| <b>Physical Education</b>                            | Athletics – running, jumping and throwing skills<br>Rounders – Striking and Fielding  |
| <b>Physical, Social, Health Education &amp; RSHE</b> | How are males and females similar and different?<br>To begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.<br>To begin to face new challenges and know when to seek help. |
| <b>Religious Education</b>                           | We follow the “Living Difference” syllabus devised by Hampshire Inspection and Advisory service (more <a href="#">details</a> ).<br>Our two concepts or BIG ideas for the term are “Temptation” and “Special Places”.                       |