

Term 4 - Curriculum Plan - Year 3

English Writing/Reading: Term 4 – The Search for the Giant Arctic Jellyfish by *Chloe Savage* and **I Am The Seed that Grew the Tree** by *Fiona Waters and Frann Preston-Gannon*.

Writing - Children will continue to use the story to develop their writing across a range of styles and genres. They will explore magical Arctic settings, write persuasive letters, diary entries, speech bubbles, and even motivational poetry inspired by the wonders of the Arctic. The unit concludes with pupils creating a non-chronological report about giant Arctic jellyfish to send back to a research centre. This Writing Root is designed to spark curiosity and a sense of awe, combining imaginative storytelling with scientific discovery, while giving children the opportunity to produce exciting, purposeful pieces of writing.

Reading - Year 3 will explore *I Am the Seed That Grew the Tree*, a beautifully illustrated collection of 366 nature poems. Over the unit, children will respond to a range of poetic styles, write their own poems inspired by animals, plants, trees, and the seasons, and experiment with rhythm, imagery, and descriptive language. The unit celebrates the beauty of the natural world, encouraging curiosity, creativity, and a love of poetry while giving pupils the opportunity to produce exciting, purposeful pieces of writing.

Spelling: Term 4 – Words will be stuck in Pupil Planners.

Week 1 : Homophones & near homophones .

Week 2 : Homophones & near homophones .

Week 3 : Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')

Week 4 : Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que

Week 5 : Words with a /sh/ sound spelt with 'ch'.

Week 6: Statutory Spellings Challenge Words .

Maths: Term 4

The term also introduces multiplication and division emphasising on the 3, 4 and 8 times tables, alongside developing strategies for solving related problems. We will follow this with learning about length and perimeter and will then move into fractions.

We will continue to use White Rose Infinity for children to challenge themselves with appropriate maths content. Codes are sent home regularly for consolidation. Use the link here for access: [Infinity](#)

Other useful maths practise -

Times Tables Rockstars: [Home - Times Tables Rock Stars](#) .

One Minute Maths: <https://assets.whiteroseeducation.com/fixe/wre/digital-tools/1-minute-maths/index.html>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

RE: Term 4 - Where Do Our Morals come From?

This term, the children will be learning about **morals, rules and guidance**, exploring how people decide what is right and wrong. They will look at a range of **religious and non-religious ideas**, including the **Golden Rules**, and discuss how these can help people make good choices today. The class will also learn how some people use **special objects** to help them remember important teachings. They will compare guidance from different religions to identify both **similarities and differences**, and look for **common themes** such as kindness, respect and honesty. Towards the end of the unit, pupils will create and explain their **own simple moral code**, showing how their learning can help them think about the choices they want to make.

PSHE: Term 4 –

In this unit, pupils learn about **relationships**, diversity, and respect. They explore how families can be different and how they support one another, while recognising that problems can sometimes occur. Children will discuss friendships, including how to deal with conflict, why violence is never acceptable, and what bullying is and how to get help. They will also develop communication skills by learning how to be a good listener and identifying trusted people in their lives. The unit encourages pupils to value similarities and differences, understand how stereotypes can form, and recognise how gender and age stereotypes can influence thinking.

French: Term 4 –

In this unit, pupils develop their listening and speaking skills in French through a focus on shapes and classroom instructions. They will listen carefully to follow short sequences of instructions, recognise familiar words and cognates, and respond by identifying or describing shapes. Children will use polite language such as *please* and *thank you*, describe shapes using colour and size, and show understanding by selecting or decorating items according to spoken instructions.

History: Term 4 – Why Did the Romans Invade and Settle in Britain?

In this unit, pupils learn about what life was like in Ancient Rome and why the Romans built such a powerful empire. They will explore key vocabulary such as *empire*, *invasion*, and *settlement*, and examine the reasons why the Romans invaded Britain. Children will learn how the Celts responded to the invasion and investigate why the Roman army was so successful, using artefacts to make deductions about the lives of Roman soldiers in Britain. The unit also considers the Roman legacy, helping pupils understand how Roman rule changed Britain and why some of these changes were more significant than others.

PE: Term 4 - Thursday and Friday.

Our sports for this term are: basketball and tennis.

D&T: Term 4 – Electrical Systems

In this unit, pupils explore **information design** and why clear signage and posters are important in public places. They will research an Ancient Roman topic and design an information poster to meet a client's brief. Children will develop and review their ideas using design criteria and peer feedback before creating a final design. They will then assemble an **electric poster**, building a simple working circuit with a bulb and battery, and learning why suitable materials are needed for mounting. The unit concludes with pupils testing their designs and evaluating the final product in a letter to the client.

Music: Term 4 – Latin Dance (Ukulele)

This term in Music, Year 3 will be learning to play the ukulele through our Sing Up unit *Latin Dance*. Pupils will develop their sense of pulse and rhythm, learn basic chords and practise Latin-style strumming patterns. By the end of the unit, they will be able to play simple chord sequences together.

Computing: Term 4 – Programming Continued

This term we children will build on their earlier coding experience by creating programs that respond to events and control sequences of actions. Children will design, write, and debug simple programs using a block-based programming language, developing their understanding of algorithms, repetition, and events. They will learn to predict what programs will do, identify errors, and make improvements.

Science: Term 4 – Light and Shadow

This term, Year 3 will be learning about **Light and Shadows**. Pupils will explore different light sources, understand that darkness is the absence of light, and learn how to keep their eyes safe. They will investigate how light reflects from different surfaces and how shadows are formed, change throughout the day, and vary in size depending on the distance of the light source. Children will also apply their learning by designing and animating a simple **shadow puppet**, choosing suitable materials.

As part of **working scientifically**, pupils will learn to record results clearly in tables, identify and plan testable investigations, evaluate methods by suggesting improvements, and describe patterns in data using evidence.