



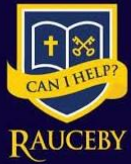
**Igniting a passion for learning in all;  
emboldening a community of high aspiration and fulfilment.**

At Rauceby Church of England School, our curriculum is ambitious, inspiring and creative, igniting a passion for life-long learning in all our children. We endeavour to ensure that all children reach their potential academically and personally through a rich curriculum rooted in shared values and consistent high expectations. We aim to embolden our children to be confident, articulate, global citizens who have high aspirations for themselves and others, and who are personally fulfilled.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three Long Term Plan						
<b>Reading Comprehension</b>	Rabbit and Bear: Rabbit's Bad Habits by Julian Gough	Tsunami! by Kimiko Kajikawa and Ed Young	Ancient Egypt - Gods & Pharaohs by Robert E. Slavin and Kate Conway	Escape from Pompeii by Christina Balit	Stone Age Boy by Satoshi Kitamura	Hidden Figures by Margot Lee Shetterly
<b>Class Novel</b>	(Roman Diary – The Journey of Iliona by Richard Platt)	(The Firework-Maker's Daughter by Philip Pullman)	(The Ancient Egypt Sleepover by Stephen Davies)	(The Wind in the Willows by Kenneth Grahame)	(Wild Way Home by Sophie Kirtley)	(The Bears on Hemlock Mountain by Alice Dalgliesh)
<b>Writing Purpose</b>	Model Text-The Garden Plot-Portal Story Toolkit-Setting/Openings & Endings	Non-fiction Information Text Model – River Unicorn	Model Text- Staying Out Plot-Meeting Toolkit-Action/Suspense	Non-fiction Instructions Model - How to Catch a Grass Goblin	Model Text- Stone Trolls Plot-Warning Toolkit- Settings	Non-fiction Recount – Diary Model – Sam's Diary
<b>Spelling and Grammar</b>	Using 'a' and 'an' correctly Expressing time, place, and cause with conjunctions, adverbs, and prepositions Using paragraphs to group related ideas Using headings and sub-headings Using the present perfect form of verbs Using inverted commas to punctuate speech					
<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division Time		Multiplication and Division Length and Perimeter Fractions Mass and Capacity		Fractions Money Time Shape, Statistics	

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<b>Working Scientifically</b>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> <li>• The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.</li> <li>• The children answer questions posed by the teacher.</li> </ul> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.</p> <ul style="list-style-type: none"> <li>• The children make systematic and careful observations.</li> <li>• They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</li> </ul> <p>Setting up simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> <li>• The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> </ul> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>• The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams.</li> </ul> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> <li>• Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.</li> </ul> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> <li>• Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</li> </ul> <p><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <ul style="list-style-type: none"> <li>• They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.</li> </ul> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> <li>• They communicate their findings to an audience both orally.</li> </ul>					
<b>Science Content Knowledge</b>	Light	Forces and Magnets	Animals, including humans	Plants	Rocks, Fossils and Soils	Plants
	<i>Recognise that we need light to see. Understand that light is reflected from surfaces.</i>	<i>Understand and observe how magnets attract or repel each other and attract some materials and not others.</i>	<i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make</i>	<i>Identify and describe the functions of different plants: roots, stem, leaves and flowers. Explore how plants grow and live.</i>	<i>Compare and group rocks based on appearance. Describe how fossils are formed.</i>	<i>Identify and describe the functions of different plants: roots, stem, leaves and flowers. Explore how plants grow and live.</i>

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	<i>Observe how shadows are formed.</i>	<i>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</i>	<i>their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i>	<i>Investigate the way in which water is transported within plants. Life cycle of a plant.</i>	<i>Recognise that soils are made from rocks and organic matter.</i>	<i>Investigate the way in which water is transported within plants. Life cycle of a plant.</i>
RE	<i>Hinduism How do symbols help Hindus understand the divine? (LAS God – Hinduism)</i>	<i>Islam What do Muslims believe about Allah? (LAS God – Islam)</i>	<i>Christianity What is the Trinity? Core and Digging Deeper</i>		<i>Salvation Why do Christians call the day Jesus died 'Good Friday'?</i>	<i>Big Questions (including Christianity) What does it mean to live a good life?</i>
PSHE/RSE	<i>Living in the Wider World Rules and Laws Rights and Responsibilities Jobs and Careers</i>		<i>Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe</i>		<i>Relationships Families and friendships Safe relationships Respecting ourselves and others</i>	
History Content Knowledge	<i>Roman Britain  What did the Roman's ever do for us?  The Roman Empire and its impact on Britain</i>		<i>Ancient Egyptians  What tools did the Egyptians use to build the pyramids?  Early Civilizations achievements and an in-depth study of the Ancient Egyptians.</i>		<i>Stone Age to Iron Age  Were the people in the Stone Age artists?  Changes in Britain including: Late Neolithic hunter gatherers Bronze age technology Iron age forts, tribal kingdoms, farming, art and culture.</i>	

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Geography		<p style="text-align: center;"><b>Earthquakes</b> <i>Understanding physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p>Physical and human geography including earthquakes, looking at plate tectonics and the ring of fire.</p>		<p style="text-align: center;"><b>Volcanoes</b> <i>Understanding physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p>Physical and human geography including volcanoes, looking at plate tectonics and the ring of fire.</p>	Mary Anning – <i>Fossil Hunter</i>	<p style="text-align: center;">North America <i>Locate the world's countries, with focus on North America.</i></p> <p style="text-align: center;"><i>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</i></p> <p>Name and locate geographical regions and their identifying human and physical characteristics.</p>
Art & Design	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p style="text-align: right;"><i>Artists: Heather Hansen, Laura McKendry, Edgar Degas</i></p>		<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p style="text-align: right;"><i>Artists: Alice Kettle, Hannah Rae</i></p>		<p><u>Telling Stories Through Drawing &amp; Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p style="text-align: right;"><i>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</i></p>	

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Design and Technology		<p>Textiles</p> <p>Join different textiles in different ways.</p> <p>Choose textiles considering appearance and functionality.</p>		<p>Food and Nutrition</p> <p>Carefully select ingredients.</p> <p>Use equipment safely.</p> <p>Make product look attractive.</p> <p>Think about how to grow plants to use in cooking. Begin to understand food comes from UK and wider world Describe how healthy diet = variety/balance of food/drinks. Explain how food and drink are needed for active/healthy bodies.</p> <p>Prepare and cook some dishes safely and hygienically.</p>		<p>Materials and Structures</p> <p>Use appropriate materials</p> <p>Work accurately to make cuts and holes J</p> <p>Join materials</p> <p>Begin to make strong structures</p>
PE	Ball Skills Gymnastics	Netball Dodgeball	Dance Yoga	Tennis Fitness	Forest School Swimming	Athletics Rounders
Music	Singing	Exploring Music	Singing	Instrumental Performance	Singing	Listening and Appraising

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Computing	Connecting Computers	Stop-frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs
MFL	I am learning... Locate France, Paris and a few cities on a map. Say my name, how I am feeling, learn up to 10 colours and count from 1-10 in French.		Fruit Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits I like and dislike in French.		Ancient Britain Name in French, the six key periods of ancient Britain, introduced in chronological order. Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).	
Parental Engagement			Y3 class invitation - Cartouche		Year 3 family assembly	
Educational Visits	Ancaster visit Roman artefacts box		(Egyptians VR Experiences)	Magna visit	Creswell Crags visit	
Personal Fulfilment			Forest School sleepover		Swimming on site	

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