



**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.						
Year Three Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Roman Diary – The Journey of Iliona by Richard Platt The Tunnel by Anthony Browne How to Live Like a Roman Gladiator	Tsunami! by Kimiko Kajikawa and Ed Young The Firework-Maker's Daughter by Philip Pullman Roman News	Ancient Egypt - Gods & Pharaohs by Robert E. Slavin and Kate Conway The Ancient Egypt Sleepover by Stephen Davies	Escape from Pompeii by Christina Balit Staying Out I survived the Eruption of Mount St Helens	Wild Way Home by Sophie Kirtley The Stone Trolls	Hidden Figures by Margot Lee Shetterly It Starts With a Seed – Laura Knowles The Bears on Hemlock Mountain by Alice Dalgliesh
Writing Purpose	To entertain - narrative To inform - diary entry Poetry	To inform – news report To entertain – Christmas narrative	To entertain – action and dialogue Poetry To inform - instructions	To entertain – suspense narrative To inform – non-chronological report	To entertain – warning story To inform – persuasive text	To inform – explanation Recount – biography Poetry
Spelling and Grammar	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					
Maths	Number and Place Value Number Facts Addition and Subtraction		Geometry Addition and Subtraction Number Facts Multiplication and Division		Fractions Geometry Time	

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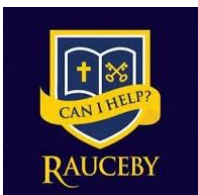


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Working Scientifically	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> • The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. • The children answer questions posed by the teacher. <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.</p> <ul style="list-style-type: none"> • The children make systematic and careful observations. • They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements. <p>Setting up simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> • The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. <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"> • 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. <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> • 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. <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> • Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships. <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"> • They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. <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"> • They communicate their findings to an audience both orally. 				
Science Content Knowledge	<p style="text-align: center;">Plants</p> <p><i>Identify and describe the functions of different plants: roots, stem, leaves and flowers.</i></p> <p><i>Explore how plants grow and live.</i></p> <p><i>Investigate the way in which water is transported within plants.</i></p> <p><i>Life cycle of a plant.</i></p>	<p style="text-align: center;">Animals, including humans</p> <p><i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make</i></p>	<p style="text-align: center;">Rocks, Fossils and Soils</p> <p><i>Compare and group rocks based on appearance.</i></p> <p><i>Describe how fossils are formed.</i></p>	<p style="text-align: center;">Light</p> <p><i>Recognise that we need light to see.</i></p> <p><i>Understand that light is reflected from surfaces.</i></p>	<p style="text-align: center;">Forces and Magnets</p> <p><i>Understand and observe how magnets attract or repel each other and attract some materials and not others.</i></p>

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		<i>their own food; they get nutrition from what they eat</i> <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i>		<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>	
RE	Why Communities Matter <i>What does pilgrimage mean to individuals and communities?</i>	Why Communities Matter <i>Which religions and worldview communities can we find in our neighbourhood?</i>		School Designed Unit <i>School Designed unit – The Lion, The Witch and the Wardrobe linked to Christianity</i>		
	Compulsory: Christianity Choice of Abrahamic religion: Islam, Judaism Choice of Dharam religion: Hinduism, Buddhism					
Spirituality	Empathy and Compassion: An increasing ability to empathise with others. <i>Understanding the importance of communication in relationships. Value: Honesty</i>	Global Awareness and Responsibility: A sense of the human capacity for choice, decision-making and personal responsibility. <i>Promoting universal values of respect and empathy. Value: Equality</i>	Self-awareness and Reflection: A sense of self-worth and the worth of others. <i>Fostering responsibility and self-awareness. Value: Aspiration</i>	Spirituality and Connection: A sense of transcendence and an awareness of there being something more to life than meets the eye. <i>Experiencing the divine or ultimate reality through the natural world. Value: Kindness</i>	Courage and Resilience <i>Building strength and resilience in personal growth. Value: Honesty</i>	Courage and Resilience <i>Cultivating hope and envisioning a positive future. Value: Kindness</i>
PSHE/RSE	Friendships, wellbeing, family structures,	Boundaries, emotions, family safety, communication,	Communication, help-seeking, healthy eating, unhealthy friendships,	Respect, equality, online safety, body privacy,	Relationship safety, discrimination, illnesses,	Help-seeking, equality, first aid, harmful

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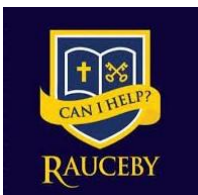


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	diversity and British values	stereotypes and democracy	discrimination and rule of law.	growing up and hygiene.	railway safety, money and individual liberty.	substances, vaping, respect and tolerance.
History Content Knowledge	<p>Roman Britain</p> <p><i>What did the Roman's ever do for us?</i></p> <p><i>The Roman Empire and its impact on Britain</i></p>		<p>Ancient Egyptians</p> <p><i>What tools did the Egyptians use to build the pyramids?</i></p> <p>Early Civilizations achievements and an in-depth study of the Ancient Egyptians.</p>		<p>Stone Age to Iron Age</p> <p><i>Were the people in the Stone Age artists?</i></p> <p><i>Changes in Britain including:</i> <i>Late Neolithic hunter gatherers</i> <i>Bronze age technology</i> <i>Iron age forts, tribal kingdoms, farming, art and culture.</i></p> <p>Mary Anning – <i>Fossil Hunter</i></p>	
Geography		<p>Earthquakes</p> <p><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>Volcanoes</p> <p><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>		<p>North America</p> <p><i>Locate the world's countries, with focus on North America.</i></p> <p><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</p>

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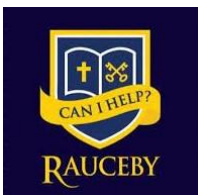


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						and their identifying human and physical characteristics.
Art & Design	<p>Gestural Drawing with Charcoal</p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Artists: <i>Heather Hansen, Laura McKendry, Edgar Degas</i></p>		<p>Cloth, Thread, Paint</p> <p>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>Artists: <i>Alice Kettle, Hannah Rae</i></p>		<p>Telling Stories Through Drawing & Making</p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>Artists: <i>Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</i></p>	
Design and Technology		<p>Mechanisms</p> <p>Pneumatic Toys</p>		<p>Food Technology/ Cooking</p> <p>Sandwich snacks</p>		<p>Structures</p> <p>Shell Structures</p>
PE	Forest Schools Fundamentals	<p>Dance</p> <p>OAA</p>	<p>Parkour</p> <p>Ball Skills</p>	<p>Gymnastics</p> <p>Football</p> <p>Land Based Water Safety</p>	<p>Swimming</p> <p>Athletics</p> <p>Golf</p>	<p>Tennis</p> <p>Basketball</p>
Music	Exploring Music		Instrumental Performance		Listening and Appraising	
Computing	Connecting Computers	Stop-frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs

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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	Parents evening: pastoral	Christmas Fair	Parents Evening: academic			Sports Day Summer Fair
Educational Visits	Romans Experience Day French Experience Day				Rand Farm Residential Creswell Craggs	
Personal Fulfilment	French Experience Day			Swimming on site	Rand Farm Residential	

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