

**The Ryde School**  
Curriculum Information Autumn Term 2025 Year 3

Curriculum Area	Topics Covered
Art	<p><b>Gestural Drawing with Charcoal</b></p> <p>That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>
Religious Education	<p><b>What do different people believe about God?</b></p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God.</p> <p><b>What does it mean to be a Christian in Britain today?</b></p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>
Design and Technology	<p><b>Mechanical Systems: Leavers and Linkages</b></p> <p>To understand and use lever and linkage mechanisms.</p> <p>To explore and use mechanisms such as flaps, sliders and levers.</p>
Geography	<p><b>Rivers / Coasts</b></p> <p><b>Fieldwork: Hartham Common - Rivers</b></p> <p>To use maps, atlases, globes and digital/computer-mapping to locate countries and describe physical and human features of a location.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
History	<p><b>Stone Age to Iron Age / Vikings</b></p> <p><b>Main events</b> To order key events on time lines.</p> <p><b>Settlement</b> To learn how people used to live. To identify where and why people settled. To research what life was like in the Stone Age and Viking eras in Britain.</p>
Computing	<p><b>Programming: A</b></p> <p>To explore the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</p> <p><b>Programming: B</b></p> <p>To move a sprite in four directions (up, down, left, and right). To explore movement within the context of a maze, using design to choose an appropriately sized sprite. To accurately use programming extensions, through the use of Pen blocks. To draw lines with sprites and change the size and colour of lines. To design and code their own maze-tracing program.</p>
Modern Foreign Languages	<p><b>J'apprends le Français / Les Salutations / Les couleurs et les nombres</b></p> <p>To learn where France is and about some French customs.</p> <p>To introduce ourselves in French.</p> <p>To use greetings in French.</p> <p>To learn to speak and write 0-10 in French.</p> <p>To say ten colours in French.</p>
PSCHE	<p><b>Being me in my world</b></p> <p>How to value myself and others. Different emotions and how it feels when I experience different emotions. How to make my class a safe and fair place for everybody to learn. How I can work cooperatively with my peers. My choices in following the Learning Charter.</p> <p><b>Celebrating differences</b></p> <p>Who is special to me? Different ways to calm myself down. The 'solve it together' technique. How to</p>

	help someone who is being bullied. The impact of the words I choose to use on others. How to give and receive compliments.
Physical Education	<b>Invasion games</b> - All4Sport - Skills and game strategy. <b>Gymnastics</b> - To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. To receive and transfer body weight safely in different situations and create a sequence with a partner. To identify how the overall performance of a sequence can be improved. To adapt and transfer skills safely onto more complex apparatus at every stage of learning.
Science	<b>Plants</b> - Identify and describe the functions of different parts of flowering plants: roots, stem, trunk, leaves, and flowers. Investigate the way in which water is transported within plants. <b>Animals, including humans</b> - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>Rocks and soils</b> - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>Light</b> - Recognise that they need light in order to see things and that dark is the absence of light. <b>Forces and Magnets</b> - Compare how things move on different surfaces.

#### Enrichment Activities:

Forest school

Hartham Common whole school trip (including River fieldwork)

Image theatre visit

Pantomime

#### How you can help your child:

Daily reading. This should be their reading book and/or library book for pleasure.

Reading task completed after each reading book completed.

Share a weekly Library book from school.

Times tables practise on Times Tables Rockstars - Children should know their 2, 5, 10, 3, 4 and 8 times tables by the end of Year 3.

Money/Time - practical activities e.g. paying for items in shops; reading the time and asking how long until events.

Visit places of interest linked to our topics.

Read different types of texts (e.g. newspapers, leaflets, information books).