

THE VINE INTER CHURCH PRIMARY SCHOOL  
MEDIUM TERM CURRICULUM MAP YEAR 3 2025 - 2026  
AUTUMN TERM 2 2025

YEAR GROUP	RE	SCIENCE	COMPUTING	MUSIC	PE	MFL	GEOGRAPHY	HISTORY	DT	ART	PSHCE	LOTG
LEAD TEACHER	LR	ER	ER		LR OUTDOOR ER INDOOR (solar system dance)	ST	ER		LR		ER	
WEEK 1 W/B 3/11	<u>People of God – Noah</u>  Make clear links between the story of Noah and the idea of covenant.	Can I notice that some forces need contact between two objects?	How does a digital device work?		Hockey : to introduce dribbling in order to keep control and possession of the ball.  Dance: Short movement phrases showing different shapes, contrasting dynamics and levels including travel.	Can I use 'a' with masculine nouns?	Can I use my prior knowledge to design a map?		Can I explore existing magnetic games?		<u>Anti-bullying</u> Can I understand the difference between falling out and bullying?	
WEEK 2 W/B 10/11	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	Can I explore magnetic and non-magnetic materials?	What parts make up a digital device?		Hockey: to introduce passing and receiving in order to keep possession of the ball.  Dance: explore spiky star shapes using different body parts and level. Explore travelling in a straight pathway and introduce meet and part.	Can I use 'a' with masculine and feminine nouns?	Can I explain that a compass shows direction?		Can I gather information to develop design criteria and inform my design?		<u>Anti-bullying</u> Can I understand the different types of bullying?	
WEEK 3 W/B 17/11	Make links between the story of Noah and how we live in school and the wider world	Can I explore and understand magnetic poles?	How do digital devices help us?		Hockey: to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games  Dance: Practice star shapes dance and develop pathways. Introduce jumping and exploding as well as sink and Fade.	Can I recall the names and genders of ten animals?	Can I explain that symbols give information about locations on maps?		Can I explore shell structures and nets?			
WEEK 4 W/B 24/11	The Old Testament tells the story of a particular group of people, the children of Israel	Can I compare how things move on different surfaces?	How am I connected?		Hockey: develop passing, receiving and dribbling  Dance: Develop lead and follow	Can I accurately write ten animal names?	Can I plot OS symbols on a map?		Can I design and create my own net for my game?		<u>Anti-bullying</u> Can I understand how lack of respect can contribute to bullying?	

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	known as the People of God — and their relationship with God.	End of unit review			pathways and introduce the idea of Saturn.							
<b>WEEK 5</b> W/B 1/12 Assessment week	The People of God try to live in the way God wants, following his commands and worshipping him.		How are computers connected?		Hockey: to understand when, where and why they shoot from in order to increase their chances of scoring  Dance: Pupils practice and refine all the sections of the dance, ready for final performance and learn the final, group part of the dance.	Can I combine 'I am' with the names of animals?	Can I explain that grid references help us to locate places on a map?		Can I create my own magnetic game? Can I strengthen my shell structure?		<u>Anti-bullying</u> Can I understand the long-term effect of bullying?	
<b>WEEK 6</b> W/B 8/12	They believe he promises to stay with them and Bible stories show how God keeps his promises.		What does our school network look like?		Hockey: To be able to play in a mini tournament  Dance: Pupils practice and refine their final dance performance	Can I revise language learned this half term?	Can I use my knowledge to improve my map?		Can I evaluate my game? End of Unit review		<u>Anti-bullying</u> Can I understand the role and feelings of a bystander?	
<b>WEEK 7</b> W/B 15/12	End of unit review				Hockey: end of unit review  Dance: End of unit review	Can I listen to and understand a Spanish story?	End of unit review				<u>Anti-bullying</u> Review page	
<b>END OF TERM</b>												
<b>COURAGEOUS ADVOCATE</b>			<b>Alan Turing</b>									
<b>GLOBAL FOCUS</b>			<b>Rights and Responsibilities</b>									