

**Class 8/Year 3 - Curriculum Information, Summer 2026**

Subject	Curriculum Content - Class 8/Year 3
<p><b>English</b></p>	<p><b>Stone Age Boy</b></p> <ul style="list-style-type: none"> <li>- Recount writing</li> <li>- To ask and answer questions about a text</li> <li>- To make predictions based on a text</li> <li>- To prepare a short drama/play script piece based on a text</li> <li>- To plan and write my own narrative</li> <li>- To use a thesaurus to improve my writing</li> <li>- To use adverbials of time and place</li> <li>- To edit my writing</li> <li>- To create a fact file about life during the Stone Age</li> <li>- To write a letter in character</li> </ul> <p><b>Opportunities to consolidate SPaG knowledge</b>  <b>Comprehension skills</b>  <b>Presentations - Speaking and listening skills</b>  <b>Developing writing for an extended period of time through Big Writes.</b></p>
<p><b>Maths</b></p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognising unit and non-unit fractions</li> <li>- Comparing unit fractions</li> <li>- Ordering and comparing fractions</li> <li>- Equivalent fractions</li> <li>- Counting in tenths</li> <li>- Finding fractions of a small amount</li> <li>- Add/Subtract fractions with the same denominator</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Telling the time (analogue clocks) and converting between time formats + clocks with roman numerals</li> <li>- Time vocabulary</li> <li>- Converting units of time</li> <li>- Calculating with time</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>- Interpreting tally charts and tables</li> <li>- Drawing and reading pictographs</li> <li>- Drawing and reading bar graphs</li> <li>- Using Venn diagrams</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>- Money (addition and subtraction of decimals, converting from p to £, calculating change, money problems)</li> <li>- Key time vocabulary (half past, <math>\frac{1}{4}</math> to, ten past etc.)</li> <li>- Time to nearest minute</li> <li>- Digital and analogue clocks</li> <li>- Time in Roman Numerals (to XII)</li> <li>- Conversion between 12 and 24 hour clocks</li> <li>- Comparing units of time (seconds, minutes, hours, days, months, years etc.)</li> <li>- Comparing and calculating durations of time</li> </ul> <p><b>Revision of all key topics and any areas of consolidation</b>  <b>Ongoing mental arithmetic and times table practice</b></p>

<b>Science</b>	<p><b>Rocks</b> (Continuation from Spring Term)</p> <ul style="list-style-type: none"> <li>- How rocks are formed and the three major types</li> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>- Permeability of rocks.</li> <li>- How fossils are formed when things that have lived are trapped within rock.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Structure of a plant and functions of each part.</li> <li>- The structure of the flower.</li> <li>- Life cycle of a plant.</li> <li>- Uses of plants.</li> </ul>
<b>Art</b>	<p><b>PATTERN AND DESIGN</b></p> <ul style="list-style-type: none"> <li>- Exploring pattern, shape and design</li> <li>- Making patterns</li> <li>- Indian woodblock printing</li> <li>- Polystyrene block print</li> <li>- Textiles</li> </ul>
<b>Humanities</b>	<p><b>History: Stone Age to Celts</b></p> <ul style="list-style-type: none"> <li>- Look at the difference between History and Prehistory.</li> <li>- Study the earliest hunter gathers, through to the Roman invasion of Britain.</li> <li>- Learn that the history of Britain has a chronological narrative.</li> <li>- Consider the causes and consequences of change.</li> </ul> <p><b>Geography: Settlements</b></p> <ul style="list-style-type: none"> <li>- How are settlements different?</li> <li>- Recognising different types of settlements on maps.</li> <li>- Identify how different places use land differently.</li> <li>- Recognise that features can be human or natural.</li> <li>- Advantages and disadvantages to living in different types of settlement.</li> <li>- Environmental change and responsibility.</li> </ul>
<b>Music</b>	<p><b>Disco : Bringing Us Together</b></p> <ul style="list-style-type: none"> <li>- The children will be working on the song ‘Bringing Us Together’ which focuses on the meaning of peace, hope and unity. They will be using tuned/non tuned percussion instruments as well as keyboards to play notation, improvise and compose melody lines to play on top of a disco backing track.</li> </ul> <p><b>Music Technology</b></p> <ul style="list-style-type: none"> <li>- This unit of work introduces the children to music technology using Garageband on I pads. The children will explore the various functions and tools involved in early musical recording and will create a 4 track song using a mix of live instruments, loops and SMART instruments.</li> </ul>
<b>Engineering and Design</b>	<p><b>Pop-Up Books - Paper Engineering</b></p> <ul style="list-style-type: none"> <li>- To use simple card engineering (pop-ups and levers) to enhance a story for younger children.</li> <li>- To identify and understand how linkages, pivots and levers all work together to alter direction.</li> </ul>

	<ul style="list-style-type: none"> <li>- To design and engineer moving parts to create movement in a story.</li> <li>- To use skills and knowledge gained from previous lessons to work independently.</li> <li>- To develop appropriate vocabulary when working in the E&amp;D workshop.</li> </ul>
<b>CTS</b>	<p><b>Desktop Publishing:</b></p> <ul style="list-style-type: none"> <li>- To recognise how text and images convey information</li> <li>- To recognise that text and layout can be edited</li> <li>- To choose appropriate page settings</li> <li>- To add content to a desktop publishing publication</li> <li>- To consider how different layouts can suit different purposes</li> <li>- To consider the benefits of desktop publishing</li> </ul> <p><b>Events and Actions in Programs:</b></p> <ul style="list-style-type: none"> <li>- To explain how a sprite moves in an existing project</li> <li>- To create a program to move a sprite in four directions</li> <li>- To adapt a program to a new context</li> <li>- To develop a program by adding features</li> <li>- To identify and fix bugs in a program</li> <li>- To design and create a maze based challenge</li> </ul>
<b>PE &amp; Games</b>	<p><b>PE – <i>Athletics Field and Track Events</i></b></p> <ul style="list-style-type: none"> <li>- The children will improve their throwing skills and begin to associate different throwing motions with particular types of equipment. They will cover more distance in single and linked jumps, keeping good posture and control. They will also measure and record athletic activity.</li> <li>- In track events they will focus on sprint techniques and pacing, they will learn the importance of strength and stamina and will be introduced to a range of warm-up and stretching activities that help prepare them for athletic activities</li> </ul> <p><b>Games – <i>Cricket</i></b></p> <ul style="list-style-type: none"> <li>- The children will demonstrate some level of knowledge and understanding of the game of Cricket in respect to skills and laws. The main focus will be on throwing, catching and batting techniques. They will be able to apply some of the key skills taught to game situations.</li> </ul>
<b>French</b>	<p><b>My birthday and my pencil case</b></p> <ul style="list-style-type: none"> <li>- The children will continue to introduce themselves</li> <li>- Continue learning numbers 1 - 31</li> <li>- Months of the year</li> <li>- To say their birthday</li> </ul> <p><b>My pet and colours</b></p> <ul style="list-style-type: none"> <li>- The children will be introduced to common pets, reinforcing the use of <i>j'ai</i> and <i>je n'ai pas de</i></li> <li>- To say their pets' name</li> </ul>

<p><b>PSHE</b></p>	<p><b>Health and Wellbeing – It’s My Body</b></p> <ul style="list-style-type: none"> <li>- This unit, entitled It’s My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. They will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and the children are encouraged to get help from trusted adults when necessary.</li> </ul> <p><b>Living In the wider world – Aiming High</b></p> <ul style="list-style-type: none"> <li>- In this unit of work, the children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for the children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. The children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</li> </ul>
<p><b>RE</b></p>	<p><b>Christianity (Continued)</b></p> <ul style="list-style-type: none"> <li>- The children will continue their introduction to Christianity, learning about the key events and stories from Jesus' life that form the foundation of Christian belief. This term, the lessons will focus on the later stages of Jesus' life, including his death and resurrection. The emphasis will be on understanding the significance of these events within the Christian faith.</li> </ul> <p><b>Birth Ceremonies</b></p> <ul style="list-style-type: none"> <li>- In this unit of work, the children learn that all religions treat the birth of a new life as special and celebrate its importance in different ways. In the religions covered in this unit (Christianity, Islam and Sikhism), God is acknowledged to have an important role in the creation and safe delivery of a new life and is thanked for the new baby.</li> </ul>
<p><b>Trips and/or Visitors Special Events</b></p>	<p><b>MKPS Speech Day:</b> Saturday 20th June  <b>Creative Arts Day:</b> Friday 26th June  <b>Prep Sports Day:</b> Friday 3rd July  <b>End of Term Assembly:</b> Friday 10th July</p>

**MILTON KEYNES PREPARATORY SCHOOL**



**CLASS 8  
CURRICULUM BOOKLET**