



Curriculum Overview - Year 3 – 2021 – 2022

Diversity Links

Safeguarding Links



Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Enrichments and Enhancements			Liverpool city visit	World Museum Liverpool (Science topic – Rocks and Fossils) Possible farm visit		Liverpool Park Visit
English	<p>Vehicle Text: The Iron man</p> <p>Fiction Genre : Approach threat narrative</p> <p>Purpose: to narrate</p> <p>Non-fiction Genre: How to capture the Iron Man</p> <p>Purpose: To explain</p>	<p>Vehicle Text: Fox</p> <p>Fiction Genre: Fable narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Foxes</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Jemmy Button</p> <p>Fiction Genre: Return narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Letters</p> <p>Purpose: To recount</p>	<p>Vehicle Text: Return</p> <p>Fiction Genre: Setting narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Travel report</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Into the forest</p> <p>Fiction Genre: Lost narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Newspaper report</p> <p>Purpose: To recount</p>	<p>Vehicle Text: Seen and not heard</p> <p>Fiction Genre: Character narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: How to be a mischievous child</p> <p>Purpose: To instruct</p>
SPaG	Expressing time, place and cause using conjunctions e.g (when, before, after, while, so, because, if, although)	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, 	<ul style="list-style-type: none"> Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or 	<ul style="list-style-type: none"> Use of the forms (a, or, an, when and next) Expressing time, place and cause using 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) 	<ul style="list-style-type: none"> Build on previous units & focus on Formation of nouns using a range of

		<p>because, if, although)</p> <ul style="list-style-type: none"> • Use prepositions e.g. (before, after, during, in, because of) • Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) 	<p>a vowel Word families based on common words showing how words are related in form and meaning</p> <ul style="list-style-type: none"> • Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) 	<p>conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <ul style="list-style-type: none"> • Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) • Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) • Introduction to paragraphs as a way to group related material. 	<ul style="list-style-type: none"> • Use of the forms a or an when next word starts with a consonant or a vowel • Word families based on common words showing how words are related in form and meaning • Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) 	<p>prefixes e.g. auto- super- anti- (mis, in-, dis-, un-)</p> <ul style="list-style-type: none"> • Use of the forms a or an when next word starts with a consonant or a vowel • Word families based on common words showing how words are related in form and meaning • Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
Maths	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 3 small numbers • Add and subtract 1's • Add and subtract bridging ten 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplication- equal groups • Multiplication using the symbol • Using arrays • 2 times-table 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> • Comparing statements • Related calculations • Multiply 2- digits by 1- digit (1) 	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> • measuring length • equivalent lengths- m &cm • equivalent lengths mm &cm 	<p>Number: Fractions</p> <ul style="list-style-type: none"> • equivalent fractions • compare fractions • order fractions • add fractions • subtract fractions 	<p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> • Turns and angles • Right angles in shapes • Compare angles

<ul style="list-style-type: none"> • Add and subtracts 2 and 1 digit numbers • Add and subtract multiples of 100 • Add and subtract 2 digit ad 2 digit numbers • Add and subtract 3 digits and 3 digit numbers • Problem solving questions linked to above <p>Place Value</p> <ul style="list-style-type: none"> • Represent numbers to 100 • 10's and 1's using addition • Hundreds • Numbers to 1000 <p>100, 10's and 1's</p> <ul style="list-style-type: none"> • Number line to 100 and number line to 1000 • Find 1, 10, 100 more or less • Compare objects • Compare numbers • Ordering numbers • Count in 50s <ul style="list-style-type: none"> • Estimate answers to 	<ul style="list-style-type: none"> • 5 times-table • Make equal groups-sharing • Make equal groups-grouping • Divide by 2 • Divide by 5 • Divide by 10 • Multiply by 3 • Divide by 3 • The 3 times tables • Multiply by 4 • Divide by 4 • The 4 times tables • Multiply by 8 • Divide by 8 • The 8 times tables 	<ul style="list-style-type: none"> • Multiply 2 digits by 1 digit (2) • Divide 2-digits by 1 digit (1) • Divide 2 digits by 1 digit (2) • Divide 2 digits by 1 digit (3) <p>Measurement: Money</p> <ul style="list-style-type: none"> • Scaling • How many ways? • Pounds and pence • Convert pounds and pence • Add money • Subtract money • Give change <p>Statistics</p> <ul style="list-style-type: none"> • Pictograms • Bar charts • tables 	<ul style="list-style-type: none"> • compare lengths • add lengths • subtract lengths • measure perimeter • calculate perimeter <p>Number: Fractions</p> <ul style="list-style-type: none"> • unit and non-unit fractions • making the whole • tenths • count in tenths • tenths as decimals • fractions on a number line • fractions of a set of objects 	<p>Measurement: Time</p> <ul style="list-style-type: none"> • month and years • hours in a day • telling the time to 5 minutes • telling the time to the minute • using a.m. and p.m. • 24-hour clock • Finding the duration • Comparing durations • Start and end times • Measuring time in seconds 	<ul style="list-style-type: none"> • Draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2D shapes • Recognise and describe 3-D shapes • Make 3-D shapes <p>Measurement: Mass and Capacity</p> <ul style="list-style-type: none"> • Measure mass • Compare mass • Add and subtract mass • Measure capacity • Compare capacity • Add and subtract capacity
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	check calculations					
Science	<p>Materials Matter</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Keeping Healthy</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make 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 	<p>Forces and magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles <ul style="list-style-type: none"> Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>Rocks and fossils</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>Light and Shadows</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<p>Roots and Shoots</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

<p>Computing</p>	<p>Online safety: Year 3 Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media</p> <p><u>Computing systems and networks 1: Networks and the internet</u> Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.</p>	<p><u>Programming: Scratch</u> Building on the use of the 'ScratchJr' application in Year 2, progress to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game</p>	<p><u>Computing systems and networks 2: Emailing</u> Learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. Options for both Google and Microsoft schools.</p>	<p><u>Computing systems and networks 3: Journey inside a computer</u> Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models</p>	<p><u>Creating media: Video trailers</u> (Previously called 'Digital literacy') Developing filming and editing video skills through the storyboarding and creation of book trailers.</p>	<p><u>Data handling: Comparison cards databases</u> Using the theme of a 'Comparison cards game' (based on the popular game, Top Trumps), to understand what a database is by learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering. Options for Google and Microsoft schools.</p>
<p>History</p>	<p><u>Ancient Egypt</u> Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion,</p>	<p><u>Cradles of civilisation</u> The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements</p>	<p><u>Indus Valley Civilisation</u> What kind of settlement was this? a system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) evidential basis - how do we know? archaeological finds</p>	<p><u>Persia and Greece</u> Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses Disciplinary focus:</p>	<p><u>Ancient Greece</u> Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, inc. epic poetry – inc. Homer. Tragedy in Greek theatre Ancient Greek language</p>	<p><u>Alexander the Great</u> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the 'Great'? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the</p>

	<p>government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</p>	<p>(reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p> <p>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p>	<p>Why did settlements spread over such a large area?</p> <p>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p>	<p>similarity and difference What did Greek city-states have in common?</p>	<p>Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking What can sources from Ancient Greece tell us?</p>	<p>Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p>Disciplinary focus: causation</p>
<p>Geography</p>	<p>Rivers 1 Depth focus:</p> <p>The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River</p>	<p>Mountains</p> <p>Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people How do mountains</p>	<p>Settlements & cities</p> <p>Settlement types, hamlet, village, town, city etc.; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? Two cities: Cardiff and London, inc. economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills 2: using a grid to find and compare locations.</p>	<p>Agriculture</p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex</p>	<p>Volcanoes</p> <p>Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) How do volcanoes affect a place?</p>	<p>Climate and biomes</p> <p>(situated, through its examples, in Europe, so that European theme is launched simultaneously)</p> <p>Continent of Europe</p> <p>Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South</p>

	<p>Severn Fishing, local agriculture, pollution problems. What are the similarities and differences between the Rivers Severn and the River Indus?</p>	<p>interact with what is around them?</p>	<p>How are settlements similar and different?</p>	<p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?</p>		<p>America – that culminates at end of Year 5. Introduce latitude here Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic. How does the climate affect the way people live?</p>
Art	<p>Formal Elements Shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark</p>	<p>Prehistoric Art Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created</p>		<p>Craft Tie-dye, weave and sew Create a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills</p>		
DT	<p>Bags and containers Textiles Designer – Stella McCartney, Ralph Lauren</p>	<p>Frame it! Structures Designers - Thomas Chippendale, Charles Rennie Mackintosh, Alison Cork</p>		<p>Cooking and Nutrition Ainsley Harriot</p>		

PE	Dance	Gymnastics	Invasion Games	Net and wall games	Striking and fielding Swimming	Athletics
French	<p><u>Bonjour</u> (Hello)</p> <p>In this unit children will be learning to say hello and us basic classroom language</p> <p><u>Je'mappelle</u> (my name is)</p> <p>In this unit children will be learning to say 'My name is...' and asking how someone is feeling. <u>Numbers 0-30</u></p>	<p><u>Combein debiscuits</u> (How many biscuit?)</p> <p>In this unit the children will practice numbers 1-10</p> <p><u>J'ai six ans</u> (I am six years old)</p> <p>In this unit children will be asking how old someone is and respond to the question by saying how old they are.</p>	<p><u>J'ai un frere</u> (I have one brother)</p> <p>In this unit children will be learning the names of family members and using this vocabulary to form conversations</p> <p><u>Beaucoup de bonbons</u> (lots of sweets)</p> <p>In this unit children will be learning numbers 11-20</p>	<p><u>J'ai un chat</u> (I have one cat)</p> <p>In this unit children will be learning animals and plural forms of adjectives</p> <p><u>Luc adore les serpents</u> (Luc loves snakes)</p> <p>In this unit children will be saying whether they like/love or dislike something.</p>	<p><u>Dimanche c'est mon anniversaire.</u> (Sunday is my birthday)</p> <p>In this unit the children will be learning days of the week.</p> <p><u>Trente et un invites</u> (Thirty one guests)</p> <p>In this unit children will be learning numbers 21-31 and family members.</p>	<p><u>Quelle est le date de ton anniversaire</u> (When's your birthday?)</p> <p>In this unit children will be learning months of the year and asking whe someone's birthday is and answering when their birthday is.</p> <p><u>J'ai mal</u> (I'm hurt)</p> <p>In this unit children will be learning parts of the body and asking/answering if something hurts.</p>
Music	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning 	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning 	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning 	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning 	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning 	<p>Ukulele</p> <ul style="list-style-type: none"> • Timing • Pitch • Melody • Volume • Reading • Tablature • Tuning
RE	<p>A Hindu story:</p> <p>Rama and Sita Ancient stories The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with</p>	<p>Hinduism origins:</p> <p>places and stories from the Indus Valley. What do ancient stories from the Indus valley tell us about early Hinduism? How did the Hindus explain</p>	<p>Living as a Hindu today,</p> <p>Relationship between stories, beliefs and ways of living. The story of Rama and Sita is recalled at Diwali. Worship in the Temple (Mandir): Festival of</p>	<p>Judaism 1 –</p> <p>Abraham to Jacob How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? How did the ancient</p>	<p>Judaism 2 –</p> <p>Joseph to Moses Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness</p>	<p>Judaism 3 –</p> <p>Samuel, Saul, David and the Kingdom Stories inc. David and Goliath and King David. Solomon and building of the Temple in Jerusalem Babylonian</p>

	<p>demon Ravana, triumphant return, lighting the way with lights) story-telling, drama (or making puppets) pupils re-telling & acting out. includes first reference to Vishnu and Krishna The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. Disciplinary focus: theology What does the story of Rama and Sita mean to Hindu peoples?</p>	<p>what they saw and experienced in the world? How did the ancient Indian communities build their values and shape their traditions? How can we see the landscape, wildlife, farming and food of ancient Indian peoples in Hinduism? Hindu beliefs. Deities such as Shiva, Vishnu, Brahma, Ganesh. Disciplinary focus: history How do Hindu traditions and stories show us Hindu beliefs?</p>	<p>Diwali. Festival foods. Prayer and worship. How respect is shown during worship. Preparation for worship. The shrine and murtis. Worship as a daily ritual expressing devotion, gratitude and love. Meditation, puja, arti. Disciplinary focus: social sciences & theology How can we learn about the lives and beliefs of Hindu people today?</p>	<p>Jewish communities in the Middle East build their values and shape their traditions? including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical). Disciplinary focus: theology Why is the Promised Land so important in Judaism?</p>	<p>and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. Religion focus: theology Why do Jews celebrate the festival of Passover?</p>	<p>captivity and destruction of the Temple Babylonian stories, e.g. Daniel and King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History) Priority here is still secure stories. Enriched through further meaning-making in language, art, music, stories and texts. Strong connection with art in this section, showing influence on cultural traditions around the world, and also laying foundations for references in early Christian stories. (e.g. the 'anointed one', the Messiah) Note on all Judaism units: Across these three half-terms, include depictions of these stories in art, music and literature. These are Hebrew Bible stories, but presentation and questions/tasks will be framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather</p>
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						than using a Christian (“Old Testament”) lens. Disciplinary focus: social sciences How do Jews today show the importance of the Temple and the kingdom of Israel?
PSHE	All about me (being me in my world)	Celebrating difference	Dreams and goals	Healthy me	Relationship	Changing me
Happy centred school	Coping skills	Self confidence	Achievement	Support	Positive Relationships	Recap and Review
P4C	Links to Laughology Unit					
Further Reading List (Optional) Reading for Pleasure (Fiction, Non-fiction, Poetry)	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/					