



Curriculum Overview - Year 3 – 2023 - 2024

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 Ganesh Temple?	Walker Art Gallery		Catalyst Museum Widnes Rocks and Volcanoes	
English	<p>Vehicle Text: The Iron man</p> <p>Fiction Genre : Approaching threat narrative</p> <p>Purpose: to narrate</p> <p>Non-fiction Genre: Explanation – 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: Information report Foxes</p> <p>Purpose: To inform</p>	<p>Vehicle Text: The rhythm of the rain</p> <p>Fiction Genre: Setting narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Information leaflet</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: Egyptology</p> <p>Fiction Genre: Mystery narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Diary</p> <p>Purpose: To recount</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>
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, 	<ul style="list-style-type: none"> Build on previous units & focus on: Use of the forms a or an when next word starts with 	<ul style="list-style-type: none"> Use of the forms (a, or, an, when and next) Expressing time, place and 	<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

		<p>while, so, 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 consonant or 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>cause using 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>range of 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 Number and place value</p> <ul style="list-style-type: none"> - Counting in 100s - Representing numbers to 1000 - 100s, 10s and 1s - The number line to 1000 	<p>Number Addition and subtraction</p> <ul style="list-style-type: none"> - Addition and subtraction patterns - Adding two 3-digit numbers 	<p>Number Multiplication and Division</p> <ul style="list-style-type: none"> - Comparing multiplication and division statements - Related multiplication calculations 	<p>Measurement Length</p> <ul style="list-style-type: none"> - Measuring length <ul style="list-style-type: none"> - Equivalent lengths (m and cm/cm and mm) - Comparing lengths - Adding lengths 	<p>Number Fractions</p> <ul style="list-style-type: none"> - Equivalent fractions - Comparing fractions - Ordering fractions 	<p>Geometry Angles and properties of shapes</p> <ul style="list-style-type: none"> - Turns and angles - Right angles in shapes - Comparing angles

	<ul style="list-style-type: none"> - Finding 1, 10 and 100 more or less - Comparing numbers to 1000 - Ordering numbers to 1000 - Counting in 50s <p style="text-align: center;">Number Addition and Subtraction</p> <ul style="list-style-type: none"> - Adding and subtracting 100s - Adding and subtracting 3-digit numbers and 1s - Adding and subtracting a 3-digit number and 10s - Adding and subtracting a 3-digit and 2-digit number 	<ul style="list-style-type: none"> - Subtracting a 3-digit number from a 3-digit number - Estimating answers to additions and subtractions - Checking strategies <p style="text-align: center;">Number Multiplication and Division</p> <ul style="list-style-type: none"> - Equal grouping - Multiplying and dividing by 3 - Multiplying and dividing by 4 - Multiplying and dividing by 8 - Understanding divisibility <p>Related facts</p>	<ul style="list-style-type: none"> - Multiplying and dividing a 2-digit number by a 1-digit number <p style="text-align: center;">Measurement Money</p> <ul style="list-style-type: none"> - Pounds and pence - Converting pounds and pence - Adding money - Subtracting amounts of money <p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> - Bar charts • Tables 	<ul style="list-style-type: none"> - Subtracting lengths - Perimeter <p style="text-align: center;">Number Fractions</p> <ul style="list-style-type: none"> - Unit and non-unit fractions - Making the whole - Tenths - Fractions as numbers • Fractions of a set of objects 	<ul style="list-style-type: none"> - Adding and subtracting fractions - Fractions of measures <p style="text-align: center;">Number Time</p> <ul style="list-style-type: none"> - Months and years - Hours in a day - Estimating time - Telling time to 5 minutes - Telling time to the minute - Finding the duration - Comparing duration - Finding start and end times - Measuring time in seconds 	<ul style="list-style-type: none"> - Drawing accurately - Types of line - Recognising and describing 2D shapes - Recognising and describing 3D shapes - Constructing 3D shape - s <p style="text-align: center;">Measurement Mass</p> <ul style="list-style-type: none"> - Measuring mass - Comparing masses - Adding and subtracting masses - s <p style="text-align: center;">Measurement Capacity</p> <ul style="list-style-type: none"> - Measuring capacity - Comparing capacities • Adding and subtracting capacities
Science	<p>Forces and magnets</p> <p>Compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but</p>	<p>Forces and magnets</p> <p>Compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but</p>	<p style="color: red;">Keeping Healthy</p> <p style="color: red;">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</p> <p style="color: red;">identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of</p>	<p>Rocks and fossils</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p style="color: red;">Light and Shadows</p> <p style="color: red;">need light in order to see things and that dark is the absence of light</p> <p style="color: red;">notice that light is reflected from surfaces</p> <p style="color: red;">recognise that light from the sun can be dangerous and</p>

	<p>magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Forces</p>	<p>magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Magnets</p>	<p><i>Animals including humans</i></p>	<p>flowering plants, including pollination, seed formation and seed dispersal</p> <p><i>Plants</i></p>	<p>Rocks and fossils</p>	<p>that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p> <p>Light</p>
Computing	Computing Systems and networks – Connecting computers	Creating Media – Stop-frame animation	Programming A –A sequencing sounds	Data and information – branching databases	Creating media – Desktop publishing	Programming B – Events and actions in programs
History	<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</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</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 &</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,</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.</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</p>

	<p>were sustained through art, writing, belief systems. Ancient Egyptian religion, 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>similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (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>Worldviews) evidential basis - how do we know? archaeological finds</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>Peloponnese War</p> <p>Greek religion – gods and goddesses</p> <p>Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>	<p>epic poetry – inc. Homer. Tragedy in Greek theatre</p> <p>Ancient Greek language</p> <p>Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking</p> <p>What can sources from Ancient Greece tell us?</p>	<p>ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt... Egypt under the 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</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</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</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,</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</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,</p>

	<p>sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. What are the similarities and differences between the Rivers Severn and the River Indus?</p>	<p>mountains and weather Relationship between mountains and people How do mountains interact with what is around them?</p>	<p>settlement in Cardiff and London. Map Skills 2: using a grid to find and compare locations. How are settlements similar and different?</p>	<p>Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex 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>volcanoes affect a place?</p>	<p>using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South 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>
<p>Art</p>	<p>Painting Artist: Monet</p> <p>Investigate how artists have developed impressions of the sea, including abstract and sculpture. Capture the flow of energy of water. Develop abstract painting with texture.</p>		<p>3D sculpture Artist: Kaori Kurihara</p> <p>Children to make observational studies of still life arrangements in sketchbooks. Use a full range of drawing materials; grades of pencils; charcoal and chalk to make careful drawings, smudging to help create 3-D effects. Plan and create sculptures of fruit and vegetables. Create textures of skins using fabric.</p>		<p>Textiles Artist: Hugo Pineda</p> <p>Tie dye - design a flag.</p>	

DT	Bags and containers Textiles Designer – Stella McCartney, Ralph Lauren		Frame it! Structures Designers - Thomas Chippendale, Charles Rennie Mackintosh, Alison Cork		Cooking and Nutrition Ainsley Harriot	
PE	<u>PERSONAL</u> Coordination: Footwork Static Balance: One Leg <u>Gymnastics</u> Travel	<u>SOCIAL</u> Dynamic Balance to Agility Jumping and Landing Static Balance: Seated <u>Gymnastics</u> Flight	<u>COGNITIVE</u> Dynamic Balance: On a Line Coordination: Ball Skills <u>Dance</u> Artistry and partnerships Circles/shapes	<u>CREATIVE</u> Coordination: Sending & Receiving Counter Balance: With a Partner Swimming	<u>PHYSICAL</u> Agility: Reaction/Response Static Balance: Footwork Swimming	<u>HEALTH AND FITNESS</u> Agility: Ball Chasing Static Balance: Stance
French	Luc et Sophie 1 Unit 1 <u>Vocabulary focus</u> Bonjour, s'il vous plaît, simple commands <u>Grammar focus</u> Commands (imperative tense)	Luc et Sophie 1 Unit 2 <u>Vocabulary focus</u> Au revoir, asking and saying your name, asking and saying how you're feeling <u>Grammar focus</u> Subject pronouns: je and tu	Luc et Sophie 1 Unit 3 <u>Vocabulary focus</u> Numbers 1–10, j'ai, combien de? <u>Grammar focus</u> Avoir (1st person singular), plurals	Luc et Sophie 1 Unit 4 <u>Vocabulary focus</u> Asking and saying your age <u>Grammar focus</u> Avoir (1st and 2nd person singular) when talking about age	Luc et Sophie 1 Unit 5 <u>Vocabulary focus</u> Family members (frère, soeur), je voudrais ... <u>Grammar focus</u> Possessives	Luc et Sophie 1 Unit 6 and 7 <u>Vocabulary focus</u> Numbers 11-20, colours and more commands <u>Grammar focus</u> Avoir (3rd person singular) – forming simple sentences, colours as adjectives
Music	Creating compositions in response to an animation (Theme: Mountains) Learning to tell stories through music. Listening to music and considering the narrative it	Developing singing technique (Theme: the Vikings) The children develop their singing technique. Learning to keep in time and work on	Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an	Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies,	Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a	Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well

	could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	musical notation and rhythm, the unit finishes with a group performance of a song with actions.	animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	composing a piece of music using layered melodies.	jazz motif using a swung rhythm.	as creating their own improvisations and performing as a class.
RE	<p><u>A Hindu story:</u> 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 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><u>Hinduism origins:</u> 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 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><u>Living as a Hindu today,</u> 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 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><u>Judaism 1 –</u> 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 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</p>	<p><u>Judaism 2 –</u> Joseph to Moses Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness 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><u>Judaism 3 –</u> Samuel, Saul, David and the Kingdom Stories inc. David and Goliath and King David. Solomon and building of the Temple in Jerusalem Babylonian 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</p>

				<p>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>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 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?</p>
PSHE	All about me (being me in my world)	Celebrating difference	Dreams and goals	Healthy me	Relationship	Changing me
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/	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/	https://www.booksfortopics.com/year-3 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/