2026-2027 - Year 3

Curriculum Content on a Page

Autumn 2026	Spring 2027	Summer 2027
Autumn 1 – 8 weeks **Autumn 2 -7 weeks**	**Spring 1 - 5 weeks** **Spring 2 – 5 weeks**	**Summer 1 – 7 weeks** **Summer 2 – 7 weeks**
Prehistoric people 	**Who can be an eco-warrior?** 	**Tomb Raiders** 
Key vocabulary: Prehistory Skara Brae Stonehenge hunter gatherer dweller agriculture Palaeolithic Mesolithic Neolithic tribe carving archaeologist artefact Bronze Age hillfort settlement nomadic	**Key vocabulary:** activists biomes climate climate zone climate action earth day recycle reduce reuse sustainable vegetation belt weather temperature equator longitude latitude hemisphere pollution consumption ecosystem greenhouse gas deforestation	**Key vocabulary:** pharaoh sarcophagus excavate canopic jar inscription hieroglyph papyrus pyramid mummify archaeology dynasty polytheism ruler religion deity delta biome natural resource
Love in Action- Life on Land	**Love in Action - Climate Action**	**Love in Action-Peace, justice and strong institutions**
Wow Day- Stone Age Workshop (Full Day)	Compost and Reuse at school workshop	Wow Day - Visit the Ashmolean Museum
Key texts	**Key texts**	**Key texts**
• **The Iron Man** by Ted Hughes (Chris Mould edition) • **The Grumpy Ghost Upstairs** by Mamiko Shiotani • **Hortense and the Shadow** by Natalia and Lauren O'Hara	• **Dear Earth** by Isabella Otter • **The Secret Elephant** by Ellan Rankin • **Wisp** by Zana Fraillon • **A Stage Full of Shakespeare Stories** by Angela McAllister	• **Marcy and the Riddle of the Sphinx** by Joe Todd-Stanton • **The Rhythm of the Rain** by Grahame Baker-Smith

Class Novel – The Stolen Spear	**Class novel –** Wild Robot	**Class novel –** Flat Stanley – Great Egyptian Grave Robbery

Writing

Autumn 1 • Narrative – Retell • Narrative - Description • Non-fiction – Instructions **Autumn 2** • Narrative – Alternative ending • Poetry – Performance poetry • Non-fiction – Letter	**Spring 1** • Narrative – Eco story from another perspective • Non-fiction – Explanation text (Plastic in Ocean) **Spring 2** • Narrative – Dilemma narrative • Poetry - Kenning • Non-fiction – Family Information Leaflet	**Summer 1** • Narrative – Market setting description • Poetry – Acrostic poem • Non-fiction – Newspaper report **Summer 2** • Narrative – Shabti story • Non-fiction – Desert Animal Non-Chron

Maths - White Rose

Science

WORKING SCIENTIFICALLY

During the year, pupils are taught to use practical, scientific methods, processes and skills.

Autumn 1 Rocks & Fossils • 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 **Autumn 2** Forces & Magnets • 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 predict whether 2 magnets will attract or repel each other, depending on which poles are facing	**Spring 1 and 2** Plants • 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.	**Summer 1** Animals including humans • To 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 **Summer 2** Light • 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 changes

RE – Understanding Christianity and Warwickshire Agreed Syllabus

Why are nature and the seasons significant for religion and worldviews? What do Christians learn from the Creation story? (**Creation**)	How are worldviews shaped and expressed through art and architecture? Why do Christians call the day Jesus died 'Good Friday? **Salvation** What kind of a world did Jesus want? **Gospel**	What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? When Jesus left, what was the impact of Pentecost? **Kingdom of God**

Values		
Autumn 1 – Thankfulness & Responsibility **Autumn 2 – Love & Preparation**	**Spring 1 – Perseverance & Loyalty** **Spring 2 – Trust & Courage**	**Summer 1 – Collaboration & Diversity** **Summer 2 – Inclusion and Justice**

Art

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Cave art - Autumn

Charcoal, symbols, makingigment

Investigating and Exploring

Make drawings in a sketchbook of artefacts and images adding notes where appropriate.

Compare the differences and similarities between different practices and differences.in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

Painting

Use an increasing range of paints to create different textures.

Use an increasing range of painting tools and simple techniques.

Experiment with the production of light and dark shades of colour.

Artists:
Look at Lascaux caves



Recycled art - Spring

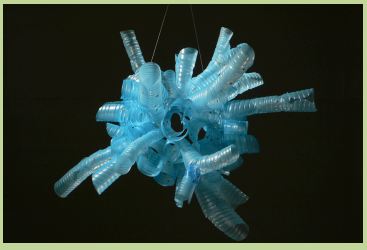
Investigating and Exploring

Compare the differences and similarities between different practices and differences.in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

3D modelling

Talk about and explore a range of modelling materials

Artists: Aurora Robson



Egyptian portraits and collage - Summer

Investigating and Exploring

Compare the differences and similarities between different practices and differences.in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

Drawing

Talk about the drawing tools and techniques used to share ideas.

Use a wide range of different lines, **e.g. thin, bold, feint, wavy, broken etc.**

Create simple drawings based on things observed in order to create designs.

Printing

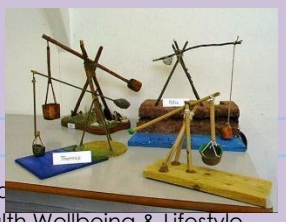
Talk about and recreate patterns in the environment.

Make prints and patterns using everyday natural and man-made objects.

Use string and glue to make a simple printing block.



History

Changes in Britain from the Stone Age to the Iron Age		The achievements of the earliest civilizations
This could include: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	**Design and Technology** **Design a product from recycled materials -Spring** • Design, make and evaluate a product that helps the environment **and** is made from recycled materials (e.g plastic bottle bird feeder or bug hotel)  	• An overview of where and when the first civilizations appeared and a depth study of one of the following: **Ancient Egypt** • Design, make and evaluate to solve an ancient problem (moving water from the Nile) 
Food Technology - Autumn • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	**Egyptian Shaduf - Summer**	
Computing		**ke**
Self-Image and Identity /Copyright and Ownership Online Reputation Online Bullying Online Relationships Touch-typing (3.4) Spreadsheets (3.3) Animation (4.6)	Online Reputation **From progression document:** INTRO TO SCRATCH AND LOGO **Structures** Deconstruct and assemble the net of basic 3D shapes. Strengthen 2D frames by adding diagonal bracing struts. Use materials to make simple joints, glue, tape and paper clips.	Mano Health Wellbeing & Lifestyle **From progression document** Google Docs- Create a simple text **Mechanisms** Graphing (3.8) Join levers to make linkages to create moving parts. Privacy and Security and Copyright Email (3.5) 2DIY – CREATE A QUIZ/GAME
From progression document: **Food technology** Sort and classify a increasing range of food according to specific food groups, **e.g. proteins, carbohydrates, fats etc.** Talk about what needs to be done in order to work safely and hygienically. Measure and weigh using standard units and scales. Discuss about the way in which food processing can affect the taste, appearance, texture and colour of food.	Branching Databases (3.6) Flowcharts (4.5) Kodu / Minecraft	
Geography		
	Locational knowledge • Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Human and physical geography** - describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts • human geography, including: types of settlement and land use **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to	**Locational knowledge (Retrieval and extension)** • Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere **Human and physical geography** - describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers • human geography, including: types of settlement and land use and the distribution of natural resources including food and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass

	locate countries and describe features studied • Use grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs	
Music • Charanga.		
PE		
Autumn 1 • Indoor - Swimming • Outdoor – OAA **Autumn 2** • Indoor – Dance • Outdoor – Fitness	**Spring 1** • Indoor - Gymnastics • Outdoor – Fundamentals **Spring 2** • Outdoor - Athletics • Outdoor - Netball	**Summer 1** • Outdoor - Football • Outdoor – Cricket **Summer 2** • Outdoor - Tennis • Outdoor - Hockey
German		
• A new start • Calendar and Celebrations	• Animals I like and don't like • Carnival and Playground games	• Breakfast and fruit • Going on a picnic •
PSHE - Jigsaw		
• Being Me In My World • Celebrating Difference	• Dreams and Goals • Healthy Me	• Relationships • Changing Me