

CURRICULUM OVERVIEW YEAR 3 2025-26

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC	AROUND THE WORLD (IN 6 WEEKS!)	MASSIVE MOUNTAINS & VIOLENT VOLCANOES	WAY, WAY BACK (MANY MILLENNIA AGO!)	TOMB RAIDERS	PHARAOHS AND PYRAMIDS	WONDERS OF THE RAINFORESTS
ENGLISH	Fables Traditional tales Modern picture book (adventure story) Writing outcome Own version of a fable Short writes Story map Narrative description Diary in role	Narrative Non-chronological report Explanation text Writing outcome Own version of Pied Piper Explanation text linked to science and geography (inside the Earth) Short writes Character description Setting description Writing in role (1 st person) Non-chronological report (on rats) Persuasive poster	Historical adventure story Writing outcome Historical adventure narrative (based on Stone Age Boy) Short writes Setting description Character description Recount Holiday brochure (based on Skara Brae)	Traditional story Modern fiction Graphic novels Short writes Diary entry Letter in role Dialogue Descriptions – setting and character	Modern fiction Classical poetry (performing) Writing outcome Writing extra chapter of a story Short Writing Story openers Diary entry Character description Setting description News broadcast	Modern fiction Modern picture book Writing outcome Nature poem Short Writes Non-chronological report Explanation Word definitions Writing in role – letters Setting description
TEXTS	Journey (Aaron Becker)	The Pied Piper of Hamelin (Michael	The First Drawing (Mordecai Gerstein)	Cinderella of the Nile (Beverley Naidoo)	The Iron Man (Ted Hughes)	The Great Kapok Tree (Lee Cherry)

	Aesop's Fables	Morpurgo & Emma Chichester) The Pied Piper of Hamelin poem (Robert Browning) Street Beneath my Feet (Charlotte Gulain and Yuval Zommer)	Stone Age Boy (Satoshi Kitamura) Ug Stone Age Genius (Raymond Briggs) Skara Brae (Dawn Finch)	The Egyptian Cinderella (Shirley Kilmo) Marcy and the Riddle of the Sphinx (Joe Todd-Stanton)	Classic poems- From a Railway Carriage, My Shadow, Bed in Summer (R.L. Stevenson) Night Mail (W.H. Auden) The Wild Robot (Peter Brown)	The Lost Words (Robert MacFarlane & Jackie Morris)
MATHS	White Rose Maths Number: Place Value Number: Addition and Subtraction Geometry: Shape Statistics		White Rose Maths Number: Multiplication and Division Statistics Measurement: Time Number: Fractions A		White Rose Maths Number: Fractions B Measurement: Mass and Capacity Measurement: Money Measurements: Length and Perimeter	
SCIENCE	Animals, including humans. *Nutrition for animals and humans *Healthy balanced diet	Rocks and Soils. *comparisons of rocks, *physical characteristics, similarities and differences of rocks, *formation of fossils, soil	Magnets. *magnetism as a force that can act at a distance *magnets attract and repel *magnetism can act at *sort materials as magnetic and non-magnetic *Investigating poles and predicting whether two magnets will attract or repel each other, depending on which poles are facing	Light and Shadows. *importance of light for seeing things *reflection of light on surfaces *recognise that light from the sun can be dangerous and that there are ways to protect eyes *how shadows are formed *find patterns in the way that the size of shadows change	Plants. *the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers *the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) *how water is transported within plants *the role of flowers in the life cycle of flowering plants, including pollination	
GEOGRAPHY	Countries of the World *locate and name the	Mountains and Volcanoes				Rainforests

	continents and oceans on a World Map (revision) *identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, *locate the main countries of the world *four points of the compass *letter/number co - ordinates to locate features on a map	*identify highest mountains in the world and UK. *physical geography/formation of mountains, volcanoes and earthquakes (linking to Science: rock types.)				*identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. *on a world map, locate areas of similar environmental regions/climate zones, (e.g. desert, rainforest or temperate regions.)
HISTORY			Changes in Britain from Stone Age to the Iron Age. *Enquiry Question How did life change in Britain from the Stone Age to the Iron Age?	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt *Enquiry Question What was life like in Ancient Egypt?		
ART	Graffiti Art *developing drawing skills *use of charcoal Focus artists: Banksy, Keith Haring		3d sculpture *Drawing preparation *Sculpture using art straws and clay Focus artists:- Barbara Hepworth and Eva Rothschild	Printing/ pattern/ colour Focus artists: William Morris, Wassily Kandinsky and Henri Matisse		Painting – shades and tones (including textured and thickened paint) Include looking at some paintings by Georgia O' Keefe Eva Rothschild showing

						<p>detailed flowers Collage work based on a rainforest scene</p> <p>Focus artists: Henri Rousseau Paul Gauguin</p>
DESIGN TECHNOLOGY	<p>Sandwiches (linked to nutrition-science)</p> <p>Spreading/chopping/Grating Know how to chop food safely with hands in a bridge shape.</p>	<p>Packaging (linked to Christmas gifts)</p> <p>Know why companies use packaging and name the different materials used. Know the functional properties of each material.</p>			<p>Pneumatic movement</p> <p>Moving Egyptian scene/animal.</p>	
COMPUTING	Online Safety Computing systems and networks	Creating media – desktop publishing	Programming A – sequencing sounds	Data and information – branching databases	Programming B – events and actions in programs	Stop frame animation
P.E.	<p>Fundamentals Catch up</p> <p>Overarm throwing</p> <p>Initial Fundamental Baseline: Fundamentals through game</p>	<p>Net and Wall Core task 1 - throwing, catching, striking, tactics, make own game</p> <p>Gymnastics 1 Create and demonstrate a sequence of at least 6 actions</p>	<p>Dance –sequence movement together into a structure.</p> <p>Gymnastics 2- a sequence using travelling, rolling, jumping and balancing using apparatus.</p>	<p>Invasion Games – Netball - passing and throwing, applying in a game.</p> <p>Striking and fielding Cricket - underarm throwing, strike, apply tactics to a game.</p>	<p>Athletics - throwing using pull action(javelin), sling throw action (hammer), push action(shot) -different running techniques, jumping</p> <p>Dance - sequence perform their own interpretation -.Iron Man</p>	<p>Invasion games Rugby- passing using a swing pass, bounce pass in a game using tactics.</p> <p>OAA- cross curricular orienteering</p>

R.E.	Called by God	Harvest Christmas – God with us	Jesus the man who changed lives	Exploring the sadness and joy of Easter	Which rules should we follow?	The Lord's Prayer
FRENCH	Je me presente Salut, Ça va? Greetings, Name & Age Concentrate on spoken phrases and songs	Colours: C'est de quelle couleur? Christmas: Simple vocabulary (nouns)	Numbers: Les nombres 1-20 spoken and some written French map and departments	Numbers: Les nombres 1-30 spoken and some written	L'alphabet Song for the different sounds Les Nombres 1-50 Spoken and some written	Story: Tout En Haut (animal story introducing definite articles le/la) Revise key phrases
P.S.H.E.	Me and my Relationships Includes feelings/emotions/ Conflict resolution/ Friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationship Education	Rights and Responsibilities Includes money, living in the wider world/environment	Being my Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Growing and Changing Includes RSE related issues
MUSIC	Charanga – Bringing us Together	Charanga – Three Little Birds	Charanga - Glockenspiel	BBC Egyptian songs	Charanga – The Dragon Song	Charanga – Reflect, rewind and replay
WORSHIP VALUES	LOVE	PEACE	COURAGE	COMPASSION	TRUST	ENDURANCE