



Loving God in all we do

**St Anne's Catholic Primary School**  
**Year 3 Curriculum Overview 2026-27**

|                                    | <b>Autumn 1</b><br><b>(8 weeks)</b>                                                                                                                                                                          | <b>Autumn 2</b><br><b>(7 weeks)</b>                                                                                                                                  | <b>Spring 1</b><br><b>(6 weeks)</b>                                                                                                                                                         | <b>Spring 2</b><br><b>(5 weeks)</b>                                                                                                                                         | <b>Summer 1</b><br><b>(7 weeks)</b>                                                                                                                                                                       | <b>Summer 2</b><br><b>(6 weeks)</b>                                                                                                                                                                       |
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| <b>Theme</b>                       | Healthy Bodies,<br>Healthy Minds                                                                                                                                                                             | Our World                                                                                                                                                            | We are Explorers!                                                                                                                                                                           | Animal Kingdom                                                                                                                                                              | We are Scientists!                                                                                                                                                                                        | We are creative!                                                                                                                                                                                          |
| <b>Serving our Community</b>       |                                                                                                                                                                                                              | Litter picking in school (link with Eco Warriors)<br>CSTP: <b>Creation &amp; Environment</b><br>Looking after Gods creation.                                         |                                                                                                                                                                                             | Community Easter Reflection performance for parish as well as families<br>CSTP: <b>Thinking of Everyone</b>                                                                 | Toddler group and Nursery- reading stories<br><br>CSTP: Showing we care- <b>Solidarity</b>                                                                                                                |                                                                                                                                                                                                           |
| <b>Trips and 'Wow' experiences</b> |                                                                                                                                                                                                              | Field Day in Ormskirk- collecting information for Geography topic                                                                                                    | Roman Day- Children dress up and have a day of Roman activities                                                                                                                             | Earthquakes and Volcanoes VR experience in school?                                                                                                                          | Portals to the Past- Stone Age workshop?                                                                                                                                                                  | Tour De France day- children dress up in red, white and blue and bring in bikes/scooters                                                                                                                  |
| <b>RE</b>                          | <u>Creation &amp; Covenant.</u>                                                                                                                                                                              | <u>Prophecy &amp; Promise.</u>                                                                                                                                       | <u>Galilee to Jerusalem.</u>                                                                                                                                                                | <u>Desert to Garden.</u>                                                                                                                                                    | <u>End of the Earth.</u>                                                                                                                                                                                  | <u>Dialogue &amp; Encounter.</u>                                                                                                                                                                          |
| <b>English (genres)</b>            | <u>Biography</u><br>Florence Nightingale<br>Marie Curie<br>Queen Elizabeth II<br><br>Write a biography on Queen Elizabeth II<br><br><u>Poems with a structure</u><br>Apes to Zebras an A to Z of Shape Poems | <u>Fables</u><br>Aesop's Fables<br>The Hare and the Tortoise<br><br>Write own version of The Hare and the Tortoise<br><br><u>Comics</u><br>The Incredibles<br>Batman | <u>Non-Chronological reports</u><br>Escape from Pompeii<br><br>Write a non-chronological report on the Romans<br><br><u>Diaries</u><br>My Story, Pompeii (A Roman girls diary)<br>Roman Day | <u>Poem on a theme</u><br>Funny Bones<br><br>Write their own version of Funny Bones<br><br><u>Mystery</u><br>The Hodgeheg (Dick King-Smith)<br><br>Describe a story setting | <u>Novel as a theme</u><br>Stone Age Boy<br><br>Write a story in the first person in the style of Stone Age Boy set in modern times<br><br><u>Classic poetry</u><br>From a Railway Carriage- RL Stevenson | <u>Play scripts</u><br>Alice in Wonderland<br><br>Write an alternative ending in the style of a playscript<br><br><u>Explanations (persuasive)</u><br>Other Faiths<br>Write a leaflet about another faith |

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|                                         | Write a shape poem about a snail                                                                                                                                                                                                                                                                                                                                                                      | Write own superhero comic strip                                                                                                                                                                                 | Write a diary entry about Roman Day                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                     | Perform a shared transport poem                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Novels/ poems/ non-fiction texts</b> | <p>Biographies of Florence Nightingale Marie Curie Queen Elizabeth</p> <p>Apes to Zebras an A to Z of Shape Poems</p>                                                                                                                                                                                                                                                                                 | <p>Aesop's Fables The Hare and the Tortoise</p> <p>The Incredibles Batman</p>                                                                                                                                   | <p>Escape from Pompeii</p> <p>My Story - Pompeii (A Roman girls diary)</p>                                                                                                                                                                                                                                                                                                                                 | <p>Funny Bones</p> <p>Rachel's Mysterious Drawings</p> <p>The Hodgeheg (Dick King-Smith)</p>                                                                                        | <p>Stone Age Boy</p> <p>Night Mail- WH Auden</p> <p>From a Railway Carriage- RL Stevenson</p>                                                                                                                     | Alice in Wonderland                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Maths</b>                            | <p><b>Multiplication &amp; Division A</b></p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved.</p> <p>Understand that division is the inverse of multiplication and vice versa</p> <p>numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> | <p><b>Place Value</b></p> <p>Partition numbers in different ways</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p><b>Addition and Subtraction</b></p> <p>Written and mental methods</p> | <p><b>Multiplication &amp; Division B</b></p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved.</p> <p>Understand that division is the inverse of multiplication and vice versa</p> <p><b>Measurement</b></p> <p>Measure, compare, add and subtract: Length and Perimeter</p> <p>Understand perimeter is a measure of distance around the boundary of a shape.</p> | <p><b>Fractions A</b></p> <p>Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit</p> <p><b>Measurement</b></p> <p>Mass and Capacity</p> | <p><b>Fractions B</b></p> <p>Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit</p> <p><b>Money</b></p> <p><b>Time</b></p> <p>Read Roman numerals from I to XII.</p> | <p><b>Geometry - properties of shapes</b></p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Identify right angles; identify whether angles are greater than or less than a right angle</p> <p><b>Statistics</b></p> <p>Use sorting diagrams to compare and sort objects.</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> |
| <b>Science</b>                          | Nutrition and diet                                                                                                                                                                                                                                                                                                                                                                                    | Light                                                                                                                                                                                                           | Rocks and Fossils                                                                                                                                                                                                                                                                                                                                                                                          | Movement and skeleton of animals and humans                                                                                                                                         | Forces and magnets                                                                                                                                                                                                | Plants                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Working Scientifically</b> | Research<br>Identifying and classifying<br>Questioning                 | Observation<br>Research<br>Fair Testing<br>Questioning                                                                                                                    | Identifying and classifying<br>Research<br>Questioning                                | Identifying and classifying<br>Questioning                                                               | Research<br>Observation<br>Identifying and classifying<br>Questioning                                           | Observation<br>Fair and comparative testing<br>Pattern seeking<br>Questioning                                                                          |
| <b>Art &amp; design</b>       |                                                                        | Art & design to improve their mastery of art and design techniques, including sculpture with a range of materials<br><br>sculptor Gian Lorenzo Bernini<br><br>Clay Angels |                                                                                       | Art and Design<br>Great artists, architects and designers in history<br><br>Frida Kahlo<br><br>Monoprint |                                                                                                                 | Art & design to improve their mastery of art and design techniques, including drawing, painting<br>Modern Art<br>Matisse<br><br>Sketching and painting |
| <b>Computing</b>              | Jam Coding<br><br>Multi-Media Computing<br><br>School Radio Show       | Jam Coding<br><br>Programming and Physical Computing<br><br>Solving Problems with Algorithms                                                                              | Jam Coding<br><br>Computer Systems and Networks<br><br>Gathering Data-Online Research | Jam Coding<br><br>Data Information and Modelling<br>Presenting Data-Spreadsheets and Databases           | Jam Coding<br><br>Programming and Physical Computing<br><br>Game Design- Scratch                                | Jam Coding<br><br>Digital Citizenship<br><br>Digital Citizenship-Podcasters                                                                            |
| <b>Design Technology</b>      |                                                                        |                                                                                                                                                                           | Design & Technology<br>Roman Chariots                                                 |                                                                                                          | Design & Technology<br>Bag with button fastening                                                                |                                                                                                                                                        |
| <b>Cooking and nutrition</b>  | Design & Technology<br>Rainbow Salad Box                               |                                                                                                                                                                           |                                                                                       |                                                                                                          |                                                                                                                 |                                                                                                                                                        |
| <b>History</b>                | A local history study - Ormskirk<br><br>History of Ormskirk (Locality) |                                                                                                                                                                           | The Roman empire and its effect on Britain<br><br>Romans                              |                                                                                                          | Stone age Britain<br>Changes in Britain from the Stone age to the Iron Age<br><br>Stone Age to Iron Age Britain |                                                                                                                                                        |

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| <b>Geography</b> |                                                                                                     | <b>Locational knowledge</b><br><br>Ormskirk and the Wider World<br><br><b>Human and Physical Knowledge</b><br>Describe key aspects of human geography of Ormskirk<br><br><b>Geographical Skills &amp; fieldwork</b><br>Position & direction (compass work) |                                                                                                                   | <b>Geographical skills and fieldwork</b><br><br>Volcanoes and earthquakes<br><br>Map work (grid refs world maps).<br>Fieldwork to observe, measure, record and present physical features in the local area |                                                                 | <b>Place Knowledge</b><br>Fabulous France<br><br>Compare geography of Ormskirk with region of South of France<br><br><b>Human and physical knowledge</b><br>Describing key aspects of physical geography of region of South of France<br><br><b>Geographical Skills &amp; fieldwork</b><br>Atlas/ Map work to locate France<br><br><b>Human and Physical knowledge</b><br><br>Environmental issues |
| <b>Music</b>     | <b>Music</b><br>Develop an understanding of the history of music.<br><br>Rock n Roll (Jazz – Kapow) | <b>Music</b><br>Improvise and compose music for a range of purposes<br><br>Ballads (Kapow)                                                                                                                                                                 | <b>Music</b><br>Play and perform in solo and ensemble contexts<br><br>Pentatonic scales/ Chinese New Year (Kapow) | <b>Music</b><br>Play and perform in solo and ensemble contexts<br><br>Develop a singing technique Easter production (Kapow)                                                                                | <b>Music</b><br>Creating and composing<br><br>Mountains (Kapow) | <b>Music</b><br>Develop an understanding of the history of music.<br><br>Traditional instruments (Kapow)                                                                                                                                                                                                                                                                                           |
| <b>MFL</b>       | <u>French Greetings with puppets</u><br>Greetings<br>Performing French rhymes                       | <u>Playground Games- number and age</u><br>Numbers to 12<br>How old are you?                                                                                                                                                                               | <u>French adjectives</u><br>Colours<br>Size<br>Shape                                                              | <u>In a French Classroom</u><br>Class vocab and instructions<br>Connectives<br>Avoir-to have<br>Masculine/feminine                                                                                         | <u>Transport</u><br>Modes of transport<br>Where?                | <u>Circle of Life</u><br>Animals and habitat names<br>Dictionary skills                                                                                                                                                                                                                                                                                                                            |

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| PE                                                                                                                                                           | PE<br>Gymnastics<br>(both classes)                                                                                                                                                                                                                            | PE<br>Tennis<br>(Both classes)                                                                                                                                                                              | PE<br>Dance                                                                                                                                                                                                                                                                   | PE<br>Athletics                                                                                  | PE<br>Swimming                                                                                                                                                                                                                                                                                                              | PE<br>Swimming                                                                                                                                                                        |
|                                                                                                                                                              | PE<br>Invasion games<br>Hockey focus<br>(Class 8)                                                                                                                                                                                                             | PE<br>Invasion games<br>Hockey focus<br>(Class 7)                                                                                                                                                           | PE<br>Basketball                                                                                                                                                                                                                                                              | PE<br>OAA<br>(team work and<br>orienteering)                                                     | PE<br>Striking and fielding<br>Cricket focus                                                                                                                                                                                                                                                                                | PE<br>Tennis                                                                                                                                                                          |
|                                                                                                                                                              | Military School<br><br>Class 7 only                                                                                                                                                                                                                           | Military School<br><br>Class 8 only                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                  |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       |
| <b>PSHE<br/>RSHE</b><br><br><b>Aim:</b> To describe and give reasons for how we grow in love, in caring and happy friendships, where we are safe and secure. | <b>Relationships</b><br>Learning opportunities in relationships<br><br>Friendships<br><br>Safer Relationships<br><br>Respecting self and others<br><br><b>Social and emotional:</b> To describe and give reasons how friendships make us feel happy and safe. |                                                                                                                                                                                                             | <b>Health &amp; Well-Being</b><br>Healthy lifestyles (physical wellbeing)<br><br>Mental Health<br><br>Growing and Changing<br><br>Keeping Safe<br><br><b>Physical:</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened |                                                                                                  | <b>Living in the Wider World</b><br>Shared responsibilities<br><br>Communities<br><br>Media literacy & digital resilience<br><br>Economic wellbeing- money<br><br>Economic wellbeing: Aspirations, work and career<br><br><b>Spiritual:</b> To celebrate the joy and happiness of living in friendship with God and others. |                                                                                                                                                                                       |
|                                                                                                                                                              | Keeping healthy and well<br>HPP2 (Science)<br><br>Friendships<br>CF1, CF2, CF3, CF4, CF5, CF7<br>GW6,<br>RKR1, RKR2, RKR4<br><br>(Social and emotional)<br>To describe and give reasons how                                                                   | Physical Activity and Nutrition<br>PHF1, PHF2, PHF3<br>HE1, HE2, HE4<br>(All in Science)<br><br>Families.<br>F1, F2, F4, F6<br><br>Respecting self and others.<br>RKR1, RKR3, RKR4, RKR5, RKR6, RKR7, RKR8, | Respecting self and others<br>RKR1, RKR3, RKR4, RKR5, RKR6, RKR7, RKR8, RKR9<br>GW1, GW7<br>CF6<br>WO8<br><br>Safe relationships<br>BS1, BS2, BS3<br>BS4, BS5, BS6, BS7<br>RKR2, RKR11                                                                                        | Keeping Healthy and Well.<br>HPP1<br><br>Personal safety and first aid<br>PS1, PS2<br>BFA1, BFA2 | Mental Health and Wellbeing<br>GW1, GW2, GW3, GW4, GW5, GW6, GW8, GW9, GW10<br>CF3                                                                                                                                                                                                                                          | Safe Relationships: consent, boundaries and trust.<br>BS1, BS2, BS3<br>BS4, BS5, BS6, BS7<br>OSA2<br>RKR2, RKR11<br><br>Online safety<br>WO1, WO2, WO3, WO4, WO5, WO6, WO7, WO9, WO10 |

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|  | <p>friendships make us feel happy and safe.</p> <p>(Spiritual)<br/>To celebrate the joy and happiness of living in friendship with God and others.</p> <p>(Physical)<br/>To describe and give reasons why friendships can break down and how they can be repaired and strengthened.</p> | <p>RKR9, RKR10, CF6<br/>GW1, GW7<br/>WO8</p> | <p>OSA2</p> |  |  | <p>OSA3, OSA4, OSA6,</p> <p>Safe and respectful behaviour online<br/>WO2, WO4, WO11,<br/>OSA1, OSA2,<br/>OSA4, OSA5</p> |
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