



YEAR 3

# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 3

Spring 2025-2026

In order to help our pupils **'KNOW MORE and REMEMBER MORE'** we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil.  
Helping to embed that significant knowledge.

English		Maths	
Spring 1	Spring 2	Spring 1	Spring 2
<p><b>NARRATIVE 4:</b> <i>Our Tower</i> Fantasy Story</p> <p><b>NON-FICTION 2:</b> <i>The Search for The Giant Arctic Jellyfish</i> Information Text on a Sea Creature</p>	<p><b>NARRATIVE 5:</b> <i>Marcy and the Riddle of the Sphinx</i> Archaeologist Finding Tale</p> <p><b>NON-FICTION 3:</b> Instructions - How to Make Papyrus Paper</p>	<p>1. Multiplication and division (two digit by one digit)</p> <p>2. Measurement: Length and Perimeter</p>	<p>3. Fractions</p> <p>4. Measurement: Mass &amp; Capacity</p>

Year 3 Foundation Subjects Curriculum coverage Spring 2025-2026		
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Topic 4, 5 and 6: Refer to cover sheet.</p> <p>Ask and respond to questions about what they and others wonder about how we help one another on the journey through the year.</p> <p>Describe the liturgical year and how it is composed of seasons and feasts days.</p> <p>Make links to show how feelings and beliefs affect how they and others behave in their life journey.</p>	<p>Topic 4, 5 and 6: Refer to cover sheet.</p> <p>Recall the Christian family's journey with Jesus through the Church's year.</p> <p>To know how the Gospels tell us about assimilation, celebration and application of Jesus' journey and pilgrimage through his life.</p> <p>Give examples of listening and sharing with one another.</p> <p>To explain the importance of listening to the Word of God and sharing in Holy Communion.</p> <p>The Gospels tell us about assimilation, celebration and application of listening and sharing the Word of God.</p> <p>Describe how people give themselves in terms of time and physical help.</p> <p>Know how Lent is a time to remember Jesus' total.</p>



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	<p>Ask and respond to questions about their own and others' experiences and feelings about listening well and sharing.</p> <p>Ask questions about what they and others wonder about the joys and difficulties of listening and sharing.</p> <p>Describe how feelings and beliefs affect their own and others' desire to listen and to share.</p> <p>Compare their own and others' ideas about the questions of how and why we listen and share.</p> <p>Explain the religious actions and symbols of Lent and Holy Week.</p> <p>Describe some ways in which Christians use the time of Lent to give to others.</p> <p>Make links between the scripture and what Christians believe about how they should act.</p>	<p>Understand that the Gospels tell us about assimilation, celebration and application of Jesus' life as a giving selfless person and how we can live in his image.</p> <p>Retell some of the stories of Holy Week and the Resurrection.</p>
Science	<p>Prediction.</p> <p>Comparing objects and reactions.</p> <p>Observations of materials and how they act together.</p> <p>Writing a test.</p>	<p><b>Force and magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others - compare and group together.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other.</p> <p><b>Rocks and soils</b></p> <p>Compare and group together different kinds of rocks based on appearance and physical properties.</p> <p>Describe how fossils are formed when things that have lived are trapped within rocks.</p> <p>Recognise that soils are made from rocks and organic matter.</p>
History	<p>Everyday lives of people in time studied.</p> <p>Look at representations of the period.</p> <p>Sequence several events or artefacts.</p> <p>Compare and contrast similarities and differences between things in the past and present.</p> <p>Place historical events and figures on a timeline, knowing that a timeline can be divided into BC and AD</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt)</p> <p>Use appropriate historical vocabulary to communicate about the past</p> <p>Describe the beliefs, ideas, attitudes and experiences of men, women and children in Ancient Egyptian times.</p> <p>Use evidence to help ask and answer questions about the past.</p> <p>Analyse primary and secondary sources of evidence</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (burial practice, social hierarchy).</p>	<p>Describe what it was like as a person living in Ancient Egypt.</p> <p>Discuss why the pyramids were built and its significance to their beliefs.</p> <p>Identify the resources that the River Nile supplied to the people.</p> <p>Make comparisons between trade now and then using rivers.</p> <p>Identify reasons why discovering Tutankhamun's tomb was an important discovery.</p> <p>Know about Howard Carter and discovery of Tutankhamun's tomb</p> <p>Describe why Cleopatra was a significant pharaoh.</p> <p>Know when in history the Ancient Egyptians lived.</p> <p>Know about some of the key achievements of this civilisation</p> <p>Know where the Ancient Egyptians lived.</p> <p>Know about the social hierarchy of the Ancient Egyptians</p> <p>Know about some of the religious practices of the Ancient Egyptians.</p>



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<b>Geography</b>	<p>Analyse evidence and begin to draw conclusions.</p> <p>Locate places on larger scale maps.</p> <p>Identify environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features</p> <p>Ask and answer geographical questions about physical and human features</p> <p>Devise a simple map and use and construct basic symbols in a key including the eight compass points</p> <p>Use simple grid references</p> <p>Name and locate the equator</p> <p>Describe some of the simple characteristics (weather) of European countries in relation to the equator.</p> <p>Explain own views about locations giving reasons.</p>	<p>Analyse evidence and begin to draw conclusions.</p> <p>Make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Name countries in Europe.</p> <p>Describe the differences in physical features of Europe depending on their location.</p> <p>Recall some of the Capital Cities of Europe</p> <p>Know the eight points of a compass</p> <p>Know how to navigate using simple symbols and grid references</p> <p>Understand that European countries have different climates depending on their location • Know that Europe is in the Northern Hemisphere</p> <p>Know how a given location appeals to tourists</p> <p>Know that some of the European countries have different cultures</p>
<b>Computing</b>	<p>Programming: Scratch</p> <p>Using decomposition to explore the code behind an animation.</p> <p>Using repetition in programs.</p> <p>Using logical reasoning to explain how simple algorithms work.</p> <p>Explaining the purpose of an algorithm.</p> <p>Forming algorithms independently.</p> <p>Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</p> <p>Incorporating loops to make code more efficient.</p> <p>Continuing existing code.</p> <p>Making reasonable suggestions for how to debug their own and others' code.</p> <p>Microsoft Office 365: Emailing</p> <p>Learning to log in and out of an email account.</p> <p>Writing an email including a subject, 'to' and 'from'.</p> <p>Sending an email with an attachment.</p> <p>Replying to an email.</p> <p>Understanding the purpose of emails.</p> <p>Learning about cyberbullying.</p> <p>Learning that not all emails are genuine, recognising when an email might be fake and what to do about it</p>	<p>Programming: Scratch</p> <p>Know:</p> <p>Scratch is a programming language and some of its basic functions.</p> <p>How to use loops to improve programming.</p> <p>How decomposition is used in programming.</p> <p>That you can remix and adapt existing code.</p> <p>Microsoft Office 365: Emailing</p> <p>Understand that email stands for 'electronic mail.'</p> <p>Know that an attachment is an extra file added to an email.</p> <p>Understand that emails should contain appropriate and respectful content.</p> <p>Know that cyberbullying is bullying using electronics such as a computer or phone.</p>
<b>Art</b>	<p>Ancient Egyptian scrolls</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills:</p>	<p>Ancient Egyptian scrolls</p> <p>Formal elements:</p> <p>Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Making skills:</p> <p>Layering materials in opposite directions make the handmade paper stronger.</p> <p>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>How to construct a new paper material using paper, water and glue</p>



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	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>How to use symbols to reflect both literal and figurative ideas.</p> <p>How to produce and select an effective final design.</p> <p>How to make a scroll. How to make a zine. How to use a zine to present information.</p>
Design & Technology	<p>Digital world: Wearable technology</p> <p>Problem solving by suggesting potential features on a micro: bit and justifying my ideas.</p> <p>Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</p> <p>Developing design ideas through annotated sketches to create a product concept.</p> <p>Developing design criteria to respond to a design brief.</p> <p>Following a list of design requirements.</p> <p>Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</p> <p>Analysing and evaluating an existing product.</p> <p>Using feedback from peers to improve a design</p>	<p>Digital world: Wearable technology</p> <p>Understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</p> <p>Know that a micro: bit is a pocket-sized, codeable computer.</p> <p>Know that a simulator is able to replicate the functions of an existing piece of technology.</p> <p>Know what the 'Digital revolution' is and features of some of the products that have evolved as a result.</p> <p>Understand what is meant by 'point of sale display.'</p> <p>Know that CAD stands for 'Computer-aided design'.</p> <p>Know what a focus group is by taking part in one.</p>
Physical Education	<p>Tennis</p> <p>Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent.</p> <p>Learn to direct the ball towards the target area and away from their opponent.</p> <p>Play with the same basic court set-up and rules but use a range of equipment and skills, including throwing, catching, kicking and striking.</p> <p>Return to the ready position to defend my own court.</p> <p>Netball</p> <p><b>Passing and Catching:</b></p> <p>Perform chest passes, bounce passes, and shoulder passes with accuracy.</p> <p>Catch the ball securely while stationary and when moving.</p> <p><b>Footwork and Movement:</b></p> <p>Stop correctly using the footwork rule (landing on one foot, pivoting).</p> <p>Move into space to receive a pass.</p> <p>Change direction and speed to get free from an opponent.</p>	<p>Tennis</p> <p>Children develop the ability to find and use space.</p> <p>Recognise correct passing technique.</p> <p>Children learn to outwit their opponents through applying simple choices and decisions..</p> <p>Understand how to play against their opponents using these techniques.</p> <p>Netball</p> <p>The basic rules of netball (e.g. no running with the ball, three-second rule, footwork rule).</p> <p>The main positions on the court (e.g. Goal Shooter, Goal Keeper, Centre) and their basic roles.</p> <p>How to start a game and restart play (e.g. centre pass).</p> <p>The importance of teamwork, communication, and fair play.</p> <p>How to keep themselves and others safe during play.</p> <p>The basic layout of a netball court and where different positions can go.</p> <p>The difference between attacking and defending play.</p>



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	<p><b>Shooting:</b> Use correct technique for a basic shooting action. Aim and shoot towards a target with control.</p> <p><b>Defending:</b> Mark an opponent by staying close and watching the ball. Intercept passes safely when possible.</p> <p><b>Team Play:</b> Work cooperatively with teammates to keep possession and create scoring chances. Communicate clearly with others on the court. Show respect for teammates, opponents, and officials.</p> <p>Hockey Dribble the ball under control. Dribble on the move under control at speed. Pass and receive using the push pass.</p>	
Music	<p>Wider Opps - Recorders: Singing/Recorders: maintain own melodic line with growing confidence and control; when singing/playing use one breath per melodic phrase; sing/play songs which use an increasingly wider pitch range. Dynamics: Identify how and why a range of dynamic effects have been used in a piece and make choices about the use of dynamics in playing. Duration: recognise aurally and speak SOLFA rhythmic syllables (ta-aa, ta, te-te, rest) to copy, improvise and compose rhythmic phrases. Tempo: recognise how tempo has been used in a piece; and its effect to create excitement or highlight a particular word, phrase or emotion. Pitch: Begin to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names DRM / MSL / DMS. Structure: recognise aurally simple musical structures (round, verse chorus etc.) .</p>	<p>Wider Opps - Recorders: Singing/playing: good singing/playing relies on the development of accurate pitching and use of thinking voice; good playing/vocal technique improves range and control; the voice/recorder is an expressive instrument. Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Duration: rhythms can be added to songs to provide effective accompaniment. Tempo: is an expressive element in music that is used to achieve particular effects and moods. Pitch: can be represented using SOLFA pitch names and hand signs. Structure: a phrase is a melodic or rhythmic pattern, which functions as part of a musical sentence, giving the piece a sense of direction.</p>
Spanish	<p>Listen attentively to spoken language and show understanding of a few familiar words and short phrases by joining in and responding. <b>Listen</b> and appreciate stories, songs, poems, and rhymes in the language. <b>Read</b> carefully and show understanding of words learnt. <b>Write and copy</b> new words accurately, learn them and be able to recognise them in short texts. <b>Speak</b> and explore the patterns and sounds of language via songs and rhymes. Link spellings, sounds, and meaning of words. Grammar: Understand how phonics work in Spanish. Learn what 'cognates' are.</p>	<p>Recognise masculine, feminine, singular and plural nouns. Introducing verb "tener""tengo"and "no tengo" Use adjectives in order to describe and agree with the nouns and have a clear concept of the grammar and knowledge about the language.</p>



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PSHE & Relationships, Sex Education	<p>Be able to articulate who is in their family</p> <p>Describe the qualities of friendship</p> <p>Discuss some strategies they can adopt for when relationships go wrong</p> <p>Engage with the discussions and activities</p> <p>Take part in role play scenarios about bullying</p> <p>Engage with teaching, discussion questions and activities</p> <p>Be able to describe some 'dos and don'ts' of sharing online</p> <p>Engage with teaching, discussion questions and activities</p> <p>Be able to describe what support is available to them</p> <p>Engage with the film and answer questions</p> <p>Take an active part in group/paired activities</p> <p>Engage with the film and role play scenarios</p> <p>Take an active part in group/individual activities</p> <p>Engage with the drama, activities and class/group/pair discussion.</p> <p>Have an opportunity to engage in a time of reflection and prayer.</p>	<p>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</p> <p>That there are different types of relationships including those between acquaintances, friends, family and relatives</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</p> <p>The difference between a group of friends and a 'clique'</p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>Judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>About different kinds of abuse, including 'abuse of private parts'</p> <p>That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</p> <p>Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p> <p>Children can help in an emergency using their First Aid knowledge. It is our responsibility to follow the rules at home, school and in our country.</p> <p>Some of our rules and laws are based on our rights.</p> <p>Rights protect us and ensure everyone is treated equally.</p> <p>Rules and rights are based on our values as a community.</p> <p>Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.</p>