



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 3 Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
NARRATIVE 6: Escape From Pompeii Roman Story - Overcoming the enemy NON-FICTION 4: Recount: What Happened At Pompeii?	NARRATIVE 7: Alma Suspense Story NON-FICTION 5: Dear Earth Persuasive Speech	Fractions Money	Time Shape Statistics

Year 3	Foundation Subjects Curriculum coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	Discuss what they and others’ wonder about the power of wind and fire and realise that some of these questions are difficult to answer. Retell the story of the Ascension and the coming of the Holy Spirit at Pentecost. Describe what happened to the apostles at Pentecost and how they felt. Ask and respond to questions about their own and others’ experiences of making choices. Describe a simple Examination of Conscience and to write or say a sorry prayer. Give reasons why particular Christians make good choices and follow Jesus. Recognise what a Synagogue looks like. Describe the task of a <i>shamas</i>	Describe the importance of the energy of fire and wind.. The wonder and power of the Holy Spirit. Acquire the skills of assimilation, celebration and application of the above. Choices have consequences. The importance of conscience in making choices. Acquire the skills of assimilation celebration and application of the above. Explain why the Sefer Torah scrolls are very precious to Jewish people Importance of reading Torah Know what different objects in a synagogue represent Describe synagogue as a school and community centre	



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 3		Foundation Subjects Curriculum coverage		Summer 2025-2026	
Subject and Topic	Significant Skills		Significant Knowledge		
Science	Identifying and observing plants. Questioning and predicting. Planning and conducting experiments. Reflecting on investigations.		Parts of a plant – roots, stem, trunk, leaves and flowers. What plants need to grow. How water is transported through a plant. Pollination, Seed formation, seed dispersal.		
History	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Everyday lives of people in time studied. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.		Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Explore the Roman Empire and its impact on Britain. Learn about Julius Caesar's attempted invasion in 55-54 BC. Study the Roman Empire by AD 42 and the power of its army. Research the successful invasion and conquest by Claudius, including Hadrian's Wall. Investigate the British resistance, for example, Boudicca. Learn about the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Use our 'equalities texts' to learn about black history and key individuals during this period in history.		
Geography	Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Locate places on larger scale maps e.g. map of Europe. Begin to match boundaries (e.g. find same boundary of a country on different scale maps).		Understanding packaging - the purpose and structure. Consider ECO packaging. Litter - why does it matter? Consider the impact and co-relation with pollution. Waste segregation and disposal. Decomposition - where did my stuff go? Compost - consider the purpose and use of compost. Plastic pollution in rivers and oceans. Study how this has changed over time. Travel and pollution. Study different forms of transport and their impact on our planet.		
Computing	Computing systems and networks 3: Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Using decomposition to explain the parts of a laptop computer. Explaining the purpose of an algorithm Video trailers: Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. Data handling: Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Understanding the vocabulary associated with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information. Creating and interpreting charts and graphs to understand data.		Computing systems and networks 3: Know the roles that inputs and outputs play on computers. Know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. Know what a tablet is and how it is different from a laptop/desktop computer. Video trailers: Know that different types of camera shots can make my photos or videos look more effective. Know that I can edit photos and videos using film editing software. Understand that I can add transitions and text to my video. Data handling: Know that a database is a collection of data stored in a logical, structured and orderly manner. Know that computer databases can be useful for sorting and filtering data. Know that different visual representations of data can be made on a computer		



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 3	Foundation Subjects Curriculum coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Art	<p>Sculpture & 3D: Abstract shape How to join 2D shapes to make a 3D form How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea How to choose materials to scale up an idea How to join larger pieces of materials, exploring what gives 3D shapes stability How to identify and draw negative spaces How to plan a sculpture by drawing How to add surface detail to a sculpture using colour or texture Display sculpture</p>	<p>Know that artists make art in more than one way Know that artists make decisions about how their work will be displayed Know that art can be purely decorative, or it can have a purpose Know that people make art for fun and to make the world a nicer place to be Know that there are no rules about what art must be Know that people use art to tell stories and communicate</p>	
Design & Technology	<p>Structures: Constructing a castle Using nets to construct 3D models. Folding, bending and sticking paper to construct the model they want.</p>	<p>Recognise the features of a castle. Know that paper can be used to model a castle. Recognise that nets can be used to construct a 3D model.</p>	
Physical Education	<p>Athletics Use different throwing techniques. Awareness of hands/feet position. Transfer of weight. Swing and follow through in direction of throw Working with a partner. Jumping techniques - swinging arms to increase distance. Communicating with teammates or partners.</p> <p>Basketball Perform a jump stop. Choose pivot foot. Turn on foot to face a new direction. When dribbling, head up and bounce the ball up to your waist. Chest pass - Push forwards and extend arms out. When shooting, get into 'ready position' and keep eyes on the target. Develop their ability to work well within a team.</p> <p>Tennis Strike a ball with a racket using the swing action. Both hands on the racket. Track the ball with eyes. Get in position for either forehand or backhand. Contact with the middle of the racket when striking the ball. Develop tactics to keep rallies going and to win points.</p>	<p>Athletics Understand different ways to throw a ball. Understand how to improve your jumping technique. Recognise the effects of exercise on the body.</p> <p>Basketball Understand that you can change directions by pivoting on one foot. Know how to perform a chest pass correctly. Know when a good time to pass to a partner is. Recognise good shooting technique.</p> <p>Tennis Understand where they should be standing on the court. Understand the <i>ready</i> position - to receive the ball. Know how to perform a forehand or backhand. Know how to perform a serve and volley. Understand how they can score points.</p>	
Music	<p>Wider Opportunities - Recorders Singing/playing: to hold their own line in a simple round or canon with increasing accuracy, confidence and awareness of the effect created. Singing/playing: Use your own voice or instrument with awareness of control over breathing, diction and posture. Singing/playing: Sing/play confidently to communicate meaning using an appropriate range of timbre and dynamics. Timbre: Use own voice/instrument in different ways with increasing control.</p>	<p>Wider Opportunities - Recorders Singing/Recorders: good vocal or playing 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. Timbre: Sounds can be selected and combined to produce a particular effect, mood or feeling. Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect.</p>	



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 3		Foundation Subjects Curriculum coverage	Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
	<p>Timbre: Use voice/instrument expressively in songs/tunes with some awareness of the effect created.</p> <p>Texture: Sing/play a range of songs/tunes as a soloist / in a group in unison and simple harmony (e.g. rounds / canons, ostinato phrases).</p>		
Spanish	<p>Name and recognise up to 10 fruits in Spanish.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p> <p>Say what fruits they like and dislike</p> <p>Name and recognise up to 10 different flavours for ice creams.</p> <p>Ask for an ice- cream in Spanish using 'quisiera'.</p> <p>Say what flavour they would like. Say whether they would like their ice- cream in a cone or a small pot/tub.</p>	<p>10 different fruits with the singular indefinite article/determiner and plural form in the foreign language.</p> <p>How to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...' and the negative structure 'I do not like...'</p> <p>10 different ice-cream flavours in the foreign language.</p> <p>Use the structure 'I would like' along with the conjunction 'and'.</p> <p>How to specify whether they would like their ice-cream in a cone or a cup in the foreign language.</p>	
PSHE & Relationships, Sex Education	<p>A community of love</p> <p>What is the church?</p> <p>How do I love others?</p> <p>Working together</p>	<p>Explain how the shape of the triangle and the film of Lucy's family help them begin to understand the mystery of the Holy Trinity.</p> <p>Reflect and take part in activities about what being made in the image of God means for how they should live.</p> <p>Actively engage with teaching and activities</p> <p>Able to describe the activities of the Early Church and compare them to activities of the Church today.</p> <p>Able to describe the activities of the Early Church and compare them to activities of the Church today.</p> <p>Take an active part in discussions about job aspirations and consider the interests, skills and talents required for different work.</p> <p>Have the opportunity to engage in a time of reflection and prayer.</p>	