



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 3 Autumn 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	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
NARRATIVE 1 Class text / stimulus: <i>The Day the Crayons Quit</i> – Drew Daywalt Focus/Outcome: Conflict and Resolution story NON-FICTION 1 Class text / stimulus: <i>George and the Dragon</i> – Chris Wormell Focus/Outcome: Explanation	NARRATIVE 2 Class text / stimulus: <i>The Great Kapok Tree</i> – Lynne Cherry Genre & Plot Structure: Character transformation tale POETRY 1 Model poem: <i>Wish (a spell)</i> by Brian Moses	Place Value	Addition and Subtraction Multiplication and Division

Year 3	Foundation Subjects Curriculum coverage		Autumn 2025
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	Topic 1: Refer to cover sheet Ask and respond to questions about their own and others’ experiences and feelings about homes. Respond about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer.	Topic 1: Refer to cover sheet Retell a narrative scripture. Describe a range of religious beliefs. Describe actions of believers that arise as a consequence of their beliefs. Topic 2: Retell a narrative that is accurate in its sequence. Describe religious signs and symbols used in worship. Give reasons for the symbols used in Baptism.	



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	<p>Make links to show how feelings and beliefs affect how they, their behaviour and that of others in relation to the give and take of living in a family.</p> <p>Judaism: Demonstrate an understanding and respect for all faiths. Demonstrate a tolerance and value for all faiths.</p>	<p>Judaism: Understand that there are special places. Learn about the synagogue. Understand the importance of the synagogue.</p>
Science	<p>Light & Shadow: Able to set up a simple fair test. Able to make careful observations and measurements. Able to record findings. Able to make predictions.</p> <p>Animals Including Humans: Record in writing and drawings. Report on findings from enquiries. Set up a comparative test. Identify the correct type of enquiry to answer a question.</p>	<p>Light & Shadow: Recognise that we 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 our eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p> <p>Animals Including Humans: Know that animals cannot make their own food. Understand that animals, including humans, need the right amounts and types of food. Recognise that humans and some animals have skeletons and muscles for support, protection and movement.</p>
History	<p>Chronological understanding of Stone age to Iron age. Presenting, organising and communicating information and ideas about the differences between the ages. Sequence several events or artefacts. Observe small details – artefacts, pictures.</p>	<p>Introduce the definition and time scale of human prehistory. Find out about early humans and the Palaeolithic period. Find out about people who lived in the Mesolithic Period and Neolithic Periods. Find out about how people lived in the Bronze Age and compare it with the Iron Age. How did people survive in the Stone - Iron Age? Know what the differences in settlements looked like. Know the differences between hunting tools and techniques.</p>



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			Understand what it would be like to live in those times (clothing, work, food). Understand the use of materials dependent on the time.	
Geography	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Draw a map of a short route experienced, with features in correct order. Draw and identify a simple scale drawing.		Name and locate human and physical characteristics of the local area. Compare our local area from the past to present. Discuss the changes within the local area. Use maps to walk around the local area. Recognise the differences of what the past and present need in their local area.	
Computing	Learning about the purpose of routers. Understanding the role of the key components of a network. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Identifying the key components within a network, including whether they are wired or wireless. Recognising links between networks and the internet. Learning how data is transferred. Recognising how social media platforms are used to interact. Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact, technology can have on mood.		Understand that a network is a group of interconnected devices. Know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). Know that a server is central to a network and responds to requests made. Know that the internet connects all the networks around the world. Know that a router connects us to the internet. Know what a packet is and why it is important for website data transfer. Know that not everything on the internet is true: people share facts, beliefs and opinions online. Understand that the internet can affect your moods and feelings. Know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. Know what social media is and that age restrictions apply.	



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Art	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Able to effectively scale up drawings.</p>	<p>The process of making art in prehistory was to tell stories and record history. The images you see from prehistory art were important to the people of the time.</p> <p>Crushed charcoal can be used to create different textures. Charcoal can smudge easily. Fixing spray can be helpful.</p>
Design & Technology	<p>Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</p> <p>Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination. Following the instructions within a recipe.</p>	<p>Know that not all fruits and vegetables can be grown in the UK.</p> <p>Know that climate affects food growth.</p> <p>Know that vegetables and fruit grow in certain seasons.</p> <p>Know that cooking instructions are known as a 'recipe'.</p> <p>Know that imported food is food that has been brought into the country.</p> <p>Know that exported food is food that has been sent to another country.</p> <p>Understand that imported foods travel from far away and this can negatively impact the environment.</p> <p>Understand that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</p>
Physical Education	<p>Netball Perform a: Chest pass, Shoulder pass and Catch the ball. Passing into space. Getting away from a defender. Group Work.</p> <p>Circuit training Practising a range of movements to improve strength, endurance, speed, coordination and stability</p> <p>Football Move into space with the ball, control the ball when turning, strike the ball towards a stationary target and apply a range of ball skills in a competitive situation.</p>	<p>Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions.</p> <p>Understand how to prepare their bodies in preparation for exercise/ cooling down after exercise. Knowing which movements improve agility, coordination and balance.</p> <p>Children learn how to outwit their opponents and score when playing invasion games. They develop their knowledge of how to find and use space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p>



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	<p>Tag Rugby Evade a defender when attacking. Able to tag a player when defending, demonstrate an accurate pass and an accurate catch, move with or pass a ball into open space. Getting away from a defender. Group Work.</p>	<p>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.</p>
Music	<p>General Musicianship focus Singing</p> <ul style="list-style-type: none"> Use the voice with awareness and control over breathing, diction and posture. <p>Pulse</p> <ul style="list-style-type: none"> Feel the strong beat, demonstrating a developing sense of metre (grouping of pulse in 2s, 3s or 4s). Mark the strong beats in different ways e.g. tapping, walking, using percussion. Set and maintain a steady pulse when playing and singing. Identify and separate rhythm from pulse e.g. mark the pulse whilst another group taps the rhythm of a song, with awareness of when a rest in the rhythm occurs. <p>Tempo</p> <ul style="list-style-type: none"> Recognise how tempo has been used in a piece (song or instrumental) and its effect (e.g. to create excitement or calm). <p>Describe and compare different kinds of music using appropriate musical vocabulary (e.g. Allegro; Andante; Adagio).</p> <p>Duration</p> <ul style="list-style-type: none"> Recognise aurally and speak 'SOLFA' rhythmic syllables for 2, 1, ½ beat notes and 1 and 2 beat rests (ta-ah, ta, te-te) to copy. Read and perform short rhythm patterns 1-2 bars in length, using written rhythmic symbols for minims, crotchets, paired quavers and rests. Begin to identify aurally metres of 2,3 and 4 beats in a bar <p>Devise and perform layered rhythmic accompaniments to known songs using percussion instruments and appropriate Music Technology.</p> <p>Instrumental focus Discipline of playing How to hold / left hand at the top How to breathe not blow How to create a clean sound to start and finish each note Recorder Notes B A. Recorder Notes B A G.</p> <p>Composing and improvising</p> <ul style="list-style-type: none"> In groups, create a 4 bar piece of music in metre of 4, using the appropriate tempo. Make informed choices about tempo in their own simple compositions. Compose short rhythm patterns 1-2 bars in length, using written rhythmic symbols for minims, crotchets, paired quavers and rests. Recognise aurally and speak 'SOLFA' rhythmic syllables for 2, 1, ½ beat notes and 1 and 2 beat rests (ta-ah, ta, te-te) to improvise and compose short rhythmic phrases. 	



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Spanish	<p>Phonics & ‘ I am learning Spanish’ Listen, read, write and speak. Pronunciation of Spanish vowels. Pronunciation of specific letter strings in Spanish. The use of accents in Spanish.</p> <p>Animals Improving our memory skills so that we remember the animals in Spanish after the lesson. Look out for cognates (such as león) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish.</p>	<p>Phonics & ‘ I am learning Spanish’ Pronounce common Spanish sounds/phonemes accurately Locate Spain on a map; recall at least 1 Hispanic country. Use key greetings. Ask and answer the question ‘How are you?’ in Spanish. Ask and answer the question ‘What is your name?’ in Spanish. Count to 10 in Spanish. Recognise and recall 10 colours in Spanish.</p> <p>Animals Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</p>	
PSHE & Relationships, Sex Education	<p>Understanding key emotions we might experience at school. Know that We are created individually by God. God made us with the desire to be loved and to make a difference. Every human life is precious. Personal and communal prayer and worship are necessary ways of growing in our relationship with God. In Baptism, God makes us his children. By regularly receiving the sacrament of reconciliation, we grow in good deeds. God loves, embraces, guides and forgives us. He reconciles us with him and one another. The importance of forgiveness and reconciliation in relationships.</p>	<p>Trial and evaluate a range of regulation strategies to support our wellbeing. Engage with story, activities and discussions each day. Be able to recall and articulate learning. Engage with films, discussions and activities about learning. Consider what the parable of the Prodigal Son means to pupils personally.</p>	