



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 3

Autumn 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.

<u>English</u>		<u>Maths</u>	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>
NARRATIVE 1 Class text / stimulus: <i>We're Going To Find the Monster</i> Focus/Outcome: Fiction: Adventure Story NON-FICTION 1 Focus/Outcome: Non-Fiction: Instruction Writing - How to make tacos	NARRATIVE 2: <i>Stone Age Boy</i> Stone Age Story NON FICTION 2: Information Text on The Stone Age	Adding and subtracting across 10 Numbers to 1000	Numbers to 1000 Right angles

Year 3 Foundation Subjects Curriculum coverage Autumn 2026		
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<u>Branch 1</u> The First Creation Story (Genesis 1): Pupils study the poetic language of Genesis, learning that God created the world out of nothing (ex nihilo) and brought order and life to the universe. Imago Dei (In the Image of God): Children learn the core theological principle that every human being is uniquely made	<u>Branch 1</u> Scriptural Analysis: Analysing imagery, repetition, and poetic language within Old Testament texts (Genesis). Theological Symbolism & Expression: Using creative mediums—such as writing poetry, creating symbolic artwork, and engaging in hands-on tasks (e.g., using



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	in the image and likeness of God (Genesis 1:27), giving every person inherent dignity and value. Creation and the Holy Trinity: Pupils explore how all three Persons of the Trinity—Father, Son, and Holy Spirit—are involved in the act of Creation (the Father as the foundation, the Son as the Word/light, and the Holy Spirit as the breath of life moving over Creation). Stewardship & Ecological Virtues: Children examine human responsibility toward the Earth, learning Catholic Social Teaching principles regarding environmental stewardship. They study key ecological virtues, including: • Work: The responsibility given to humanity to nurture and care for the Earth. • Praise & Gratitude: Recognizing God’s goodness in nature and offering thanks. • Care & Justice: Protecting vulnerable environments (e.g., the Amazon) and ensuring the fair, equitable sharing of Creation's resources. Branch 2 The Significance of Mass and Sunday: • Sunday as the Day of Resurrection: Pupils learn that Sunday is a sacred day chosen to gather and celebrate the resurrection of Jesus. • Structure of the Mass: Children learn that Mass consists of the Liturgy of the Word (listening to scripture from the Old and New Testaments) and the Liturgy of the Eucharist (meeting Jesus in Holy Communion).	clay, lights, and air/bubbles)—to express complex theological ideas like the Trinity. Reflective & Contemplative Skills: Observing the natural world directly to cultivate a sense of awe, wonder, and personal gratitude for Creation. Practical Application: Connecting Catholic scriptural teachings to real-world actions by identifying everyday ecological habits (e.g., reducing waste, conserving energy, respecting nature). Branch 2 Connecting Scripture Across Testaments: Making thematic links between Old Testament prophecies (Isaiah) and New Testament fulfillment narratives (Gospels of Matthew and Luke). Liturgical Awareness & Reflection: Recognizing the gestures, symbols (e.g., the Sign of the Cross, Advent candles), and key dialogue responses used during Catholic Mass. Artistic and Hymnological Analysis: Analysing how global religious art and traditional Advent hymns convey messages of hope, light, and waiting. Personal & Community Application (Catholic Social Teaching): Practicing spiritual and practical preparation during Advent—such as acts of charity, prayer, and patience—to prepare oneself for Jesus' coming.	



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	- Church Objects & Roles: Identifying key objects (the altar, lectern, tabernacle) and liturgical responses/prayers spoken during service (e.g., Kyrie Eleison). Old Testament Prophecies: - The Prophet Isaiah: Children study key Old Testament texts (such as Isaiah 7:14) foretelling that the Messiah would be born to a virgin and called Immanuel ("God with us"). New Testament Fulfillment: - The Annunciation to Joseph: Exploring Matthew 1:18–25, where Saint Joseph listens to the angel, trusts God, and opens his heart to the Holy Spirit to accept his role as Jesus' stepfather. - Mary's Role: Revisiting the Annunciation to Mary (Luke 1:26–38) and connecting the angel's message to Isaiah's ancient prophecy. Advent and Preparation: - Understanding Advent as a four-week season of waiting, expectation, and active preparation for Christ's birth. - Exploring traditional Advent hymns (such as O Come, O Come, Emmanuel and O Little Town of Bethlehem) and their reflection of Old Testament promises.	
Science	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. Animals Including Humans:	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



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	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.	blocked by a solid object. Find patterns in the way that the sizes of shadows change. 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.
History	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.	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. 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.	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.



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	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.	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.
Art	Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. Using sketchbooks: Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: Confidently using a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. Evaluating and analysing:	Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Recognise more organic shapes within objects. Attempt to draw 3D forms using line and shape. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes. Making skills – Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Combining more complex lines and marks can represent texture, tones and patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Some basic rules for



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	Confidently explaining 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.	shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. Tone: Shading creates different tones in artwork by changing the applied pressure. Tone: Shading helps make drawn objects look realistic by giving them form (dimension). Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.
Design & Technology	Design: Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Beginning to use 2D CAD software to communicate their ideas. (sketchpad) Make: Creating accurate shapes from templates. Choosing shapes to suit the function of a product. Cutting out more complex shapes accurately. Evaluate: Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to	Make Know: Creating accurate shapes improves how they look and sometimes their function. Evaluate Know: Good suggestions help give better feedback. That they can choose to use feedback or not. Technical knowledge Know: That a shell structure is a hollow shape with a thin outer layer. That 3D shapes can form structures. Structures can be strengthened by manipulating materials and shapes.



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	improve future iterations. Investigating and analysing a range of existing products by looking at their functionality and appeal. Technical knowledge: Beginning to understand how different structures are built. Strengthening structures by ribbing. Constructing a range of 3D shapes.	
Physical Education	Gymnastics Perform: three gymnastic shapes, a rock to standing, backward roll, teddy bear roll and a 4 or 5 movement sequence. Invasion Games: 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.	Gymnastics Understand how they may improve the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed. Invasion Games: 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. Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.
Music	Singing Use the voice with awareness and control over breathing, diction and posture. Pulse Feel the strong beat, demonstrating a developing sense of metre (grouping of pulse in 2s, 3s or 4s).	Know that good vocal technique involves awareness of: correct posture; good breath control and clear diction (articulation). Know that you can mark strong and steady beats in different ways. e.g. tapping, walking, using percussion. Know why tempo has been used in a piece (e.g. to create excitement or calm).



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	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. Tempo Recognise how tempo has been used in a piece (song or instrumental) and its effect (e.g. to create excitement or calm). Describe and compare different kinds of music using appropriate musical vocabulary (e.g. Allegro; Andante; Adagio) Duration 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 Devise and perform layered rhythmic accompaniments to known songs using percussion instruments and appropriate Music Technology.	Know that rhythms can be represented as symbols or sound words (ta, te-te etc.) and can be read and performed.



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Spanish	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. 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.	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. 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).
PSHE & Relationships, Sex Education	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.	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.



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