

Year 3
Curriculum Overview – Autumn Term 2025
We are learners...

Subject	Autumn Term
English – As St Nic’s writers we will be learning to...	<ul style="list-style-type: none"> • Grammarsaurus – Place Value of Punctuation and Grammar • Writing Outcomes - <ul style="list-style-type: none"> - Non-Chronological Report – Prehistoric Creatures - Recount – Stone Age Letter - Own version narrative - The BFG by Roald Dahl - Brochure - The Barnabas Project by The Fan Brothers
Maths – As St Nic’s mathematicians we will be learning to...	<p>Place Value</p> <ul style="list-style-type: none"> • Know the place value of 3-digit numbers compare and order numbers from 0 up to 100; use q, G and = signs • Write numbers in words and digits • Know number bonds to 10 and 100 • Compare and order numbers <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 2 and 3-digit number <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply and divide by 2, 5, 10, 3, 4 and 8 using multiplication tables and arrays
Science – As St Nic’s Scientists we will be learning to	<p>Skeletons</p> <ul style="list-style-type: none"> • Name and identify bones in humans and in a range of animals • Know the functions of the skeleton • Know animals with and without a spine • Answer - Are all skeletons the same? <p>Movement</p> <ul style="list-style-type: none"> • Know about different joints • Know how we move <p>Nutrition and Diet</p> <ul style="list-style-type: none"> • Understand the five food groups • Know about balanced diets, animal diets and compare diets <p>Food Waste:</p> <ul style="list-style-type: none"> • Understand what food waste is and how can we reduce it <p>Rocks:</p> <ul style="list-style-type: none"> • Identify, group and test rocks • Conduct a local rock survey
Geography - As St Nic’s Geographers we will be learning to...	<p>I wonder why people live by volcanoes... Mountain ranges from around the world and the “Ring of Fire”.</p> <ul style="list-style-type: none"> • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.

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<p>History - As St Nic's Historians we will be learning to...</p>	<p>I wonder if I would prefer to have lived in the Stone, Bronze or Iron Age... A study the chronology of mankind and the story of Britain.</p> <ul style="list-style-type: none"> • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.
<p>RE - As St Nic's Philosophers & Theologians, we will be learning about...</p>	<p>Personal Responsibility - How might your worldview lead you to do hard things for good reasons? Authority and Power - What or who is 'God' and how is the divine understood in theistic worldviews?</p>
<p>PSHE - As St Nic's Citizens, we will be learning about...</p>	<ul style="list-style-type: none"> • Being Me in my World • Celebrating Difference
<p>Computing - As St Nic's Computer Scientists we will be learning about...</p>	<ul style="list-style-type: none"> • Computing systems and Networks: Information Technology Around Us • Creating Media: Digital photography • Online Safety – Self-Image & Identity Online Relationships Online Reputation
<p>Art & Design - As St Nic's Artists we will be learning to...</p>	<p>Art Focus - Drawing – using pattern, texture, tone and shape Final Piece – Landscape drawing Artist Focus – Paul Cezanne – Art work - Monte Sainte-Victoire Georgia O'Keefe – Art work – Lake George</p>
<p>Design and Technology - As St Nic's Design Technologists we will be learning to...</p>	<p>Structures & Stability – Construct a dwelling from either the Stone, Bronze or Iron Age</p>
<p>Music – As St Nic's Musicians we will be learning to...</p>	<p>Ballads – Identify the key features of a ballad and perform a ballad using actions Creating Compositions - Theme – Mountains – create actions or movements appropriate to each section of a piece of music, playing in time.</p>
<p>French- As St Nic's linguists and communicators we will be learning to...</p>	<p>Greetings (Bonjour!)</p> <ul style="list-style-type: none"> • Say hello and goodbye • Ask and say your name • Ask and say how you are • Recognise and say numbers 1-10 <p>In Class (En classe)</p> <ul style="list-style-type: none"> • Identify classroom objects • Identify colours • Follow and say classroom instructions
<p>PE - As St Nic's Athletes we will be learning about...</p>	<ul style="list-style-type: none"> • Ball Skills • Invasion games • Dance