2026-2027

Year 3 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital and Curriculum Enrichment Opportunities Out of class enrichment Visitor	**Science Museum - TBC**	Religious visit – linked to Hinduism – Diwali	Content strategy manager – parent visitor linked to computing (Elaine)	**British Museum – link to Romans**	Policeman visitor – mysteries / online safety - TBC	**Fieldwork- Local Area - Rocks**
Texts	Stone Age Boy by Satoshi Kitamura *(Fiction)* Stonehenge by Mick Manning *(Non-fiction)*	The Tin Forest by Helen Ward *(Fiction)* Who Has Seen the Wind? By Christian Rosetti Winter by Judith Nicholls Furry Bear by A.A Milne *(Poetry)*	Was Tutankhamun killed? e-book *(Non -Fiction)* The Egyptian Cinderella by Shirley Climo *(Fiction)*	Escape From Pompei by Christina Balit *(Historical Fiction)*	Ottoline and the yellow cat by Chris Riddell *(Fiction)*	Planet Omar by Zanib Mian *(Fiction)* On the move. Poems about migration By Michael Rosen *(Poetry)*
Shared Reading	• Developing vocabulary • Retrieval • Predicting • Comparing and contrasting texts	• Summarising skills • Recognise different forms of poetry • Identifying how language, structure and presentation contribute to meaning • Fables	• Retrieval • Discussing the use of language and structure in a text • Ask questions • Distinguish between fact and opinion • Comparing and contrasting texts	• Meanings of words in context • Vocabulary focus • Evaluate Author's choice of language	• Prediction skills • Inference skills • Dictionaries to check meanings	• Discuss words/phrases used to capture imagination • Inference • Themes • Recognise different forms of poetry
English Writing Genre	• Character description *(Fiction)* • Non-chronological report writing *(Non-Fiction)*	• Setting description *(Fiction)* • Winter poem *(Poetry)* • Narrative writing – (Based on Tin Forest)	• Letter writing (formal and informal) *(Non-fiction)* • Explanation report *(Non-Fiction)*	• Dairy writing *(Non-Fiction/Fictional)* • Leaflet/brochure *(Non-Fiction)*	• Narrative writing - Mystery *(Fiction)* • Newspaper report *(Non-Fiction)*	• Persuasive poster – Planet Omar *(Non-Fiction)* • Narrative writing – comic narrative (migration) *(Fiction)*

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	• Instruction writing *(Non-Fiction/Fictional)*	*(Fiction)*			• Wanted poster- Character description	• Poetry (migration/transition)
Curriculum Links	History – Prehistoric Britain- Stone Age and Ice Age, Introduction to Bronze Age		History – Ancient Egypt	History - Invaders and Settlers- The Romans in Britain		Geography - Migration
Mathematics	Place Value: Ordering and comparing numbers Number: Addition and subtraction Times tables: 2, 5 and 10 in and out of order	Place Value Number: Addition and Subtraction Number: Multiplication and Division Times tables: 4 and 8 in and out of order	Multiplication and Division Measurement: Length and perimeter Times tables: 4, 8, 6 in and out of order	Fractions Mass and capacity Times tables: 3, 6, 4, 8 in and out of order	Fractions Time Money Times tables: 11, 2, 3, 4, 5, 6, 8, 10 in and out of order	Geometry: Properties of shape Statistics Times tables: Consolidation of all times tables learnt so far
Science	Animals including humans	Forces and magnets	Light and Dark	Plants	Plants	Rocks and Soils
History	Prehistoric Britain- Stone Age to Ice Age Introduction to Bronze Age	N/A	Ancient Egypt	Invaders and Settlers- The Romans in Britain	N/A	N/A
Geography	N/A	North America	N/A	N/A	A tale of two cities: London and France *(linked to D&T)*	Migration *(linked to Art and Design)*
Art and Design	**Drawing** Making loose, gestural drawings with charcoal, and	N/A	N/A	**Printing** Exploring how to use colour, line and shape to create patterns.	N/A	**Painting** Explore how artists combine media to create work in response to landscape. Use

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	exploring drama and performance.					acrylic and thread to make a painted and stitched piece.
Design and Technology	N/A	Mechanical Systems: Moving Toys	Cooking and Nutrition: Eating Seasonally	N/A	Structures: Product Packaging	N/A
Music	Week 1 and 2: Cultural music appreciation (class country) Recorders	Recorders	Recorders	Recorders	Recorders	Recorder and performance
PSHE	<u>Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<u>Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	<u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	<u>Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how other children have different lives Expressing appreciation for family and friends	<u>Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Computing	Computing systems and networks - Connecting Computers	Programming A: Sequence in music	Creating media: Desktop publishing Online safety *(linked to History)*	Creating media: Stop frame animation Online safety *(linked to Romans)*	Programming B: Events and Actions: Algorithms to trigger sequences of actions	Data and Information: Branching databases *(linked to Science)*
PE **(I) = Indoor**	Swimming (I)	Swimming (I)	Ballet (I)	Parkour (I)	Gymnastics (I)	Gymnastics (I)

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(O) = Outdoor	Tennis (O)	Cricket (O)	Netball (O)	Football (O)	Athletics(O)	OAA (O)
RE **Big question: How are symbols and sayings important in religion?**	How did Jesus and Buddha make people stop and think?	What is the significance of light?	How do Jews celebrate their beliefs at home and in the synagogue?	How and why Hindus celebrate Holi? (Year group/class Holi festival)	What can we learn about special symbols and signs used in religions?	What do Sikh sayings tell us about Sikh beliefs?
French	Week 1: French awareness week Moi (All about me)	Jeux et Chansons (Games and Songs)	On fait le fete Celebrations)	Portraits	Les quatre amis (The four friends)	Ca Pousse! (Growing things)