



# Curriculum Overview 2025-26

## Year Group: Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> (see Writing progression grid for more detail).	<b>Seal Surfer by Michael Foreman</b> <b>Outcome</b> Recount: write a letter in role recounting events of the story	<b>Nen and the Lonely Fisherman by Ian Eagleton</b> <b>Outcome</b> Fiction: write a fantasy story based on a classic tale	<b>Stone Age Boy by Satoshi Kitamura</b> <b>Outcome</b> Fiction: write a historical narrative set in the Stone Age	<b>Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo</b> <b>Outcome</b> Persuasion: write an informative article persuading for the protection of the blue whale	<b>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty</b> <b>Outcome</b> Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty	<b>Zeraffa Giraffa by Dianne Hofmeyr</b> <b>Outcome</b> Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris
<b>Maths</b>	See White Rose scheme overview: <a href="https://whiteroseeducation.com/resources?year=year-3-new&amp;subject=maths">https://whiteroseeducation.com/resources?year=year-3-new&amp;subject=maths</a>					

<b>History</b>		<p>How did things change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> <li>● Know the main differences between the Stone, Bronze and Iron Ages (including late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture)</li> <li>● Continue to develop a chronologically secure knowledge of history.</li> <li>● Begin to establish clear narratives within and across time periods studied.</li> </ul>	<p>What impact did the Romans have on Britain?</p> <ul style="list-style-type: none"> <li>● Know how the Roman occupation of Britain helped to advance British society.</li> <li>● Know how there was resistance to the Roman occupation (e.g. Boudica's rebellion).</li> <li>● Know about at least one famous Roman emperor (e.g. Claudius).</li> <li>● Continue to develop a chronologically secure knowledge of history.</li> <li>● Begin to establish clear narratives within and across time periods studied.</li> <li>● Begin to note connections, contrasts and trends over time.</li> </ul>	
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		<ul style="list-style-type: none"> <li>● Begin to note connections, contrasts and trends over time.</li> <li>● Have some understanding of relevant key vocabulary.</li> <li>● Have some understanding of how knowledge of the past is constructed from a range of sources.</li> <li>● Begin to select and organise relevant historical information.</li> <li>● Answer (and sometimes ask) historically valid questions.</li> </ul>		<ul style="list-style-type: none"> <li>● Have some understanding of relevant key vocabulary.</li> <li>● Have some understanding of how knowledge of the past is constructed from a range of sources.</li> <li>● Begin to select and organise relevant historical information.</li> <li>● Answer (and sometimes ask) historically valid questions.</li> <li>● Begin to understand that different versions of the past exist, giving reasons for this.</li> </ul>	
<b>Geography</b>	<p>What are the key features of rivers?</p> <p>Be able to locate important rivers (UK and major continents) on a map.</p> <p>Understand how the water cycle works.</p> <p>Be able to identify the key geographical features of rivers and use vocabulary</p>				<p>Is tourism Spain's biggest industry?</p> <p>Know where Spain (and its surrounding countries) is on a map.</p> <p>Be able to locate its key physical features (such as cities, rivers, mountains, coasts) on a map, atlas or globe.</p>

	<p>such as source, tributary, meander, estuary, stream, ox-bow lake.</p> <p>Be able to identify these features through local fieldwork (the River Mersey).</p> <p>Be able to locate the source of a river through fieldwork.</p> <p>Be able to create sketches of the River Mersey through their fieldwork observations.</p> <p>Be able to understand why settlements are near rivers.</p>					<p>Be able to use digital mapping to locate its key geographical features.</p> <p>Be able to explain what impact these physical geographical features have on industries.</p> <p>Be able to identify key human geographical features that impact on industries (festivals, resorts, trade, jobs).</p> <p>Be able to compare a river in Spain with the River Mersey as well as compare some key geographical features of Spain with the UK (see Year 2).</p>
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<b>Science</b>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p>Forces and magnets</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>Rocks</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>	<p>Scientific Investigations</p>	<p>Light and shadows</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including</li> </ul>
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<b>Computing (see progression document for further details).</b>	Digital Literacy – Managing Online Information. Online Reputation.  Coding – Animations in Scratch.	Digital Literacy – Online Bullying.	Digital Literacy – Copyright and Ownership. Privacy and Security.	Digital Literacy – Health, Wellbeing and Lifestyle.  Information Technology project - Presentation (book creator)	Digital Literacy – Online Relationships.	Digital Literacy – Self image and Identity.
<b>Art</b>	<p><b>Key concept:</b> <b>drawing / sculpture</b></p> <p>Key Artist: Andy Goldsworthy</p> <p>Geography link: 'What are the key features of rivers?'</p> <p>The children will study the environmental art and sculptures of Richard Long and Andy Goldsworth. In particular, they will look at Goldsworth's Nettlestalks. Using a collection of natural objects, the children will practise their observational drawing skills. They</p>	<p><b>Key concepts:</b> drawing <b>/printing</b></p> <p>History link: How did things change from the stone age to the iron age?</p> <p>The children will create observational drawings of fossils / shells / skeletons using and experimenting with HB, 2B, 4B and 6B pencils. They will then move on to monograph and then collagraph printing.</p>	<p><b>Key concept:</b> Drawing / <b>Painting</b></p> <p>Key artist: Monet</p> <p>Geography link: Why are rivers important to humans?</p> <p>The children will study the work of Monet and other impressionists and create their own water themed art using watercolours and then acrylic paints.</p>	<p><b>Key concept:</b> <b>drawing / collage</b></p> <p>History link: What impact did the Romans have on Britain?</p> <p>The children will study different shield designs. They will learn about different symbolism within Roman art and then create their own Roman shield using card.</p>	<p><b>Key concept:</b> <b>drawing / painting</b></p> <p>Key Artist: Picasso, Gaudi</p> <p>Geography link: Is tourism Spain's biggest industry?</p> <p>The children will look at Picasso's cubist portraits and create an ink Picasso style self portrait from a photo montage. They will then create an abstract picture of the classroom based upon Picasso's cubism style.</p>	<p><b>Key concept:</b> <b>drawing / sculpture</b></p> <p>Key Artist: Andy Goldsworthy</p> <p>Geography link: 'What are the key features of rivers?'</p> <p>The children will study the environmental art and sculptures of Richard Long and Andy Goldsworth. In particular, they will look at Goldsworth's Nettlestalks. Using a collection of natural objects, the children will practise their observational drawing skills. They</p>

	<p>will then work in groups (inside) to create sculptures without glue/tape from these natural materials before creating their own 3D sculptures (outside) from natural materials. The children will then make sketches of some ideas for sculpture using any natural form they like, including materials not realistically available e.g. ice/lakes</p>					<p>will then work in groups (inside) to create sculptures without glue/tape from these natural materials before creating their own 3D sculptures (outside) from natural materials. The children will then make sketches of some ideas for sculpture using any natural form they like, including materials not realistically available e.g. ice/lakes</p>
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<b>DT</b>	<b>TEXTILES</b>	<b>MECHANISMS</b>	<b>COOKING + NUTRITION</b>
	<p>Cushions: Cross stitch and applique</p> <p>Use a cross-stitch to join two pieces of fabric together.</p> <p>Design and cut the template for a cushion.</p> <p>Use cross-stitch and appliqué to decorate a cushion face.</p> <p>Make a cushion that includes appliqué and cross-stitch.</p>	<p>Pneumatic Toys</p> <p>Define a mechanism as a system of parts working together to create movement and a pneumatic system can be used as part of this.</p> <p>Describe how a pneumatic system forces air over a distance to create movement and identify pneumatic systems in a range of everyday objects.</p> <p>Describe different types of drawings used in design to explain ideas clearly and explain why one may be more useful for a particular situation.</p> <p>Develop design criteria from a design brief. Begin to draw different types of diagrams to generate suitable ideas.</p> <p>Recall different types of pneumatic systems used to design a toy and create one for a specific movement.</p> <p>Build secure housing for a pneumatic system, consider sustainable resources and work with materials to create different effects by cutting, creasing, folding, etc.</p> <p>Evaluate how well the design, materials and equipment help to achieve the design brief.</p>	<p>Designing a tart: Eating seasonally</p> <p>Explain that fruits and vegetables grow in different countries based on their climates.</p> <p>Understand that seasonal fruits and vegetables grow in a given season.</p> <p>Understand that eating seasonal fruit and vegetables positively affects the environment.</p> <p>Design a tart recipe using seasonal ingredients.</p>

<b>Music</b>	Mingulay boat song and Nao chariya de	Sound symmetry	'March' from The Nutcracker	From a railway carriage	Just three notes	Samba with Sérgio
<b>RE</b>	What do different people believe about God?	What does it mean to be a Christian in Britain today?	Why are festivals important to religious communities?	Why do some people pray?	Why is the Bible important to Christians today?	
	See progression document for further detail					



<b>Dance and Gym</b>	Gym Linking movements together	Dance Dynamic – how?	Gym Receiving body weight	Dance Canon & Unison	Gym Symmetry and asymmetry (partners)	Dance Moving with Control through <b>Flamenco</b>
<b>Outdoor Games</b>	Tag Rugby	Basketball	Football	Hockey	Athletics	Cricket
	See progression document for further detail on outdoor games					
<b>PSHE</b>	<b>Being me in my world</b>  I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal  I can face new challenges positively, make responsible choices and ask for help when I need it  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect	<b>Celebrating difference</b>  I understand that everybody's family is different and important to them  I understand that differences and conflicts sometimes happen among family members  I know what it means to be a witness to bullying  I know that witnesses can make the situation better or worse by what they do  I recognise that some words are used in hurtful ways	<b>Dreams and goals</b>  I can tell you about a person who has faced difficult challenges and achieved success  I can identify a dream/ambition that is important to me  I enjoy facing new learning challenges and working out the best ways for me to achieve them  I am motivated and enthusiastic about achieving our new challenge  I can recognise obstacles which	<b>Healthy me</b>  I understand how exercise affects my body and know why my heart and lungs are such important organs  I understand how exercise affects my body and know why my heart and lungs are such important organs  I can tell you my knowledge and attitude towards drugs  I can identify things, people and places that I need to keep safe from, and can tell you some strategies for	<b>Relationships</b>  I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females  I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener  I know and can use some strategies for keeping myself safe  I can explain how some of the actions and work of people around the world	<b>Changing me</b>  I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow  I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process

	<p>myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>might hinder my achievement and can take steps to overcome them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I am in Year 4</p>
<b>Spanish</b>	<p><a href="#">Section 1: Introduction to Spanish</a></p> <p>Topic 1: Greetings</p> <p>Topic 2: How are you?</p> <p>Topic 3: Introducing yourself</p>	<p><a href="#">Section 1: Introduction to Spanish</a></p> <p>Topic 4: Numbers 0-12</p> <p>Topic 5: Classroom instructions</p> <p>Topic 6: Classroom objects</p>	<p><a href="#">Section 2: Everyday conversations</a></p> <p>Topic 1: How old are you?</p> <p>Topic 2: Where do you live?</p> <p>Topic 3: Nationalities</p>	<p><a href="#">Section 2: Everyday conversations</a></p> <p>Topic 4: Numbers 13-21</p> <p>Topic 5: Days of the week</p> <p>Topic 6: The weather</p> <p>Topic 7: The Spanish Alphabet</p>	<p><a href="#">Section 3: Family, Months and colours</a></p> <p>Topic 1: My family</p> <p>Topic 2: Today's date</p>	<p><a href="#">Section 3: Family, Months and colours</a></p> <p>Topic 3: Colours</p> <p>Topic 4: Sounds and spellings</p>