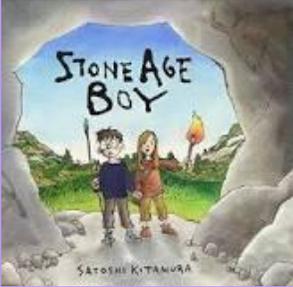
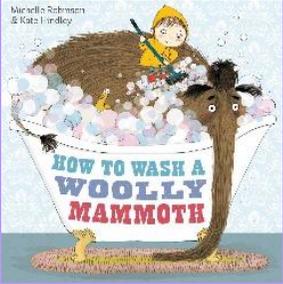
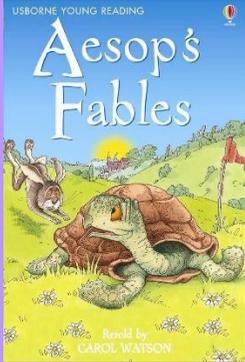
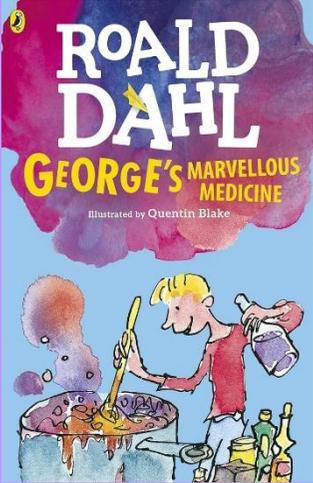
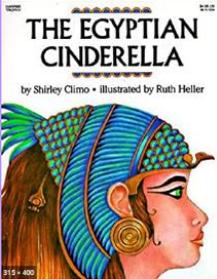
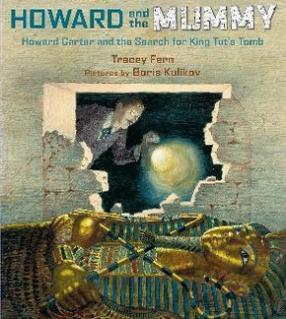
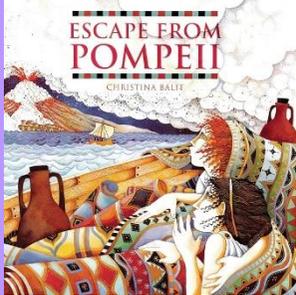
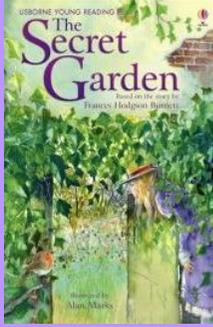


Year 3 Curriculum Overview 2025-26

Writing Purposes and text type coverage	To entertain: <ul style="list-style-type: none"> Description (character & setting) Story Poetry 		To inform: <ul style="list-style-type: none"> Diary entries Letters Non-chronological reports Instructions Biography 		To persuade: <ul style="list-style-type: none"> Advertising Simple letter 	
Terms	Autumn A (8 weeks)	Autumn B (7 weeks)	Spring A (6 weeks)	Spring B (6 weeks)	Summer A (5 weeks)	Summer B (7 weeks)
TOPIC links	British History: from the Stone Age to the Iron Age	Climate	World History: Ancient Egypt	Comparing Ancient Egypt to the Iron Age	Volcanoes & Earthquakes	Where on Earth are we? Science: Plants
Writing stimuli	 	 <p style="text-align: center;">Roald Dahl</p> 	 		<p style="text-align: center;">Romans</p> 	

Year 3 Curriculum Overview 2025-26

<p>English – writing. Texts and writing focus</p>	<p>Stone Age Boy</p> <p>To entertain: Setting description <i>Prepositions</i> <i>Expanded noun phrases</i></p> <p>To entertain: Writing a story from another point of view. <i>Subordinate clauses</i> <i>Fronted adverbials</i> <i>Paragraphs</i></p> <p><u>How to wash a woolly mammoth</u></p> <p>To inform: Writing instructions <i>Imperative (bossy verbs)</i> <i>Subheadings</i> <i>Bullet Points</i> <i>Adverbials – first, next</i></p> <p>Non-chronological report: woolly mammoth <i>Subheadings</i> <i>Bullet Points</i> <i>Tense</i> <i>Articles a/an</i></p>	<p>Fables linked to Aesop’s Fables</p> <p>To entertain: Story <i>Inverted commas</i> <i>Reported clause</i> <i>Subordinate clauses</i> <i>Fronted adverbials</i> <i>Paragraphs</i></p> <p><u>George’s Marvellous Medicine</u></p> <p>To entertain: List poem <i>Onomatopoeia</i> <i>Alliteration</i> <i>Simile</i> <i>Expanded noun phrases</i> <i>Syllables</i></p> <p>To persuade: Advertisement <i>Rhetorical questions</i> <i>Question marks</i> <i>Imperative verbs - Listen very carefully!</i> <i>Exclamation marks</i></p>	<p>The Egyptian Cinderella</p> <p>To entertain: character description <i>Expanded noun phrases</i></p> <p>To persuade: Letter to Mrs Denney to take us to Egypt <i>Rhetorical questions</i> <i>Question marks</i> <i>Imperative verbs - Listen very carefully!</i> <i>Exclamation marks</i></p> <p>To inform: instructions on mummification <i>Imperative (bossy verbs)</i> <i>Subheadings</i> <i>Bullet Points</i> <i>Adverbials – first, next</i></p> <p><u>Howard Carter linked to history</u></p> <p>To inform: Diary entry <i>Relative clauses</i> <i>Tense</i> <i>Informal writing</i> <i>Nouns/pronouns for clarity</i></p>	<p>The Iron Man</p> <p>To entertain: Drama: Iron man getting out of the pit</p> <p>To entertain/ inform Monologue: Feelings from within the pit. <i>First person</i> <i>Simile</i></p> <p>To entertain: Cliff edge description <i>Prepositions</i> <i>Expanded noun phrases</i></p> <p>To inform: recount from Hogarth’s point of view. <i>Informal tone</i> <i>Apostrophes</i></p> <p>Non-chronological report: The Celts (history link) <i>Subheadings</i> <i>Bullet Points</i> <i>Tense</i></p>	<p>Escape from Pompeii & Pompeii</p> <p>To entertain: Setting descriptions <i>Expanded noun phrases</i> <i>Prepositions</i></p> <p>To inform: letter <i>Features</i> <i>Capital letters - address/ names</i> <i>Tense</i> <i>Rhetorical questions</i> <i>Paragraphs</i> <i>Perfect form (has/have)</i></p> <p>To entertain: List poem - Haiku <i>Onomatopoeia</i> <i>Alliteration</i> <i>Simile</i> <i>Expanded noun phrases</i> <i>Syllables</i></p>	<p>The Secret Garden</p> <p>To entertain: Setting description <i>Onomatopoeia</i> <i>Alliteration</i> <i>Simile</i> <i>Expanded noun phrases</i> <i>Prepositions</i></p> <p>To entertain: character description (Mary) <i>Expanded noun phrases</i> <i>Simile</i> <i>Possessive apostrophe</i></p> <p><u>Performance poetry</u></p> <p>To entertain: performance poetry <i>Onomatopoeia</i> <i>Alliteration</i> <i>Simile</i> <i>Expanded noun phrases</i> <i>Syllables</i></p>
---	--	--	--	---	--	---

Year 3 Curriculum Overview 2025-26

Maths	<p>Place Value Addition and Subtraction Weekly sessions – Fractions recap</p> <p>KIRFS: Know number bonds for each number up to 20.</p>	<p>Addition and Subtraction Multiplication and Division A Weekly sessions – Fractions recap</p> <p>KIRFS: Know multiplication and division facts for the 4 x table.</p>	<p>Multiplication and Division B Length and perimeter</p> <p>KIRFS: Know multiplication and division facts for the 8 x table.</p>	<p>Fractions A Mass and capacity</p> <p>KIRFS: Know multiplication and division facts for the 3 and 6 x table. Count in 50s and 100s.</p>	<p>Time Fractions B Shape</p> <p>KIRFS: Know all number bonds using multiples of 5, first to 50 then 100. Know doubles and halves of all multiples of 10 to 100</p>	<p>Money Statistics</p> <p>KIRFS: Mentally add a 3 digit number and ones. Mentally add a 3 digit number and tens. Know the number of weeks in a year and days in a year and leap year.</p>
Science	<u>Forces and Magnets</u>	<u>Rocks and Soils</u>	<u>Animals including humans</u>		<u>Sound- do not move</u>	Living things and habitats
Computing plus e-safety	Connecting computers	Programming A – sequencing sounds	Creating media – desktop publishing	<p>Creating media – Stop frame animation</p> <p>C.A.D – linked to Design and Technology project – using CAD software Silhouette Studio use Suite</p>	Data and information - Branching database	Programming B - Events and actions in programs
History	<p><u>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</p>		<p><u>World History: What did the ancient Egyptians believe?</u> Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating an outcome to summarise their findings</p>	<p><u>Did the Ancient Egyptians and Ancient Britons believe the same things?</u> Compare the two civilizations from the same period, similarity and difference. Farming, tribal kingdoms /communities and culture, inventions and burial sites. Who were the greatest inventors of this period?</p>		
Geography (Alternate with History)	<p>Recap and revisit – CONNECT challenges</p> <p>4 compass points Countries of the UK UK capital cities</p>	<p>Climate and Weather – Rising Stars Geography <u>Why is climate important?</u></p>			<p>Rising Stars Geography <u>Volcanoes & Earthquakes</u></p>	<p>Our World – Rising Stars Geography <u>Where on Earth are we?</u></p>

Year 3 Curriculum Overview 2025-26

	Labelling the seven continents Labelling the five oceans Naming geographical features					
Religious Education	Core Unit 2.2 How do different people express their spirituality?	Core Unit 2.5 How do ancient stories influence modern celebrations?	Focus Unit 2.11 How do Creation stories help people to understand the world? PARENTS' ASSEMBLY		Core Unit 2.6 How do Jews use stories to remember God's Covenant?	
Art (alternate with French)	Access Art <u>Gestural Drawing with Charcoal</u> Link to Stone Age – cave Paintings	Pencil sketching – linked to rocks and soils science unit. Dandelion puff calendars - Exploring water colour and drawing pen techniques	Access Art <u>Cloth, Thread, Paint</u>	Drawing skills	Access Art <u>Using natural materials to make images</u>	Drawing skills (link to Iron Man)
DT		<u>Food Technology</u> Savoury or Sweet Scones Mechanical Pop-up Christmas card		<u>Shell Structures including CAD</u> – Easter Eggs Boxes Linked to computing – C.A.D using Silhouette Studio		<u>Mechanism Pneumatics</u> – Movable mascot
RSHE	Transition Rights & Responsibilities Families & people who care for me First Aid	First Aid Caring Friendships Respectful Relationships	Transition – review Internet Safety & harm Mental well-being	Online relationships Money Matters Taking care of the environment	Being safe Drugs, alcohol and tobacco Health & prevention	Healthy eating Transition – review & moving year groups Physical health and fitness (link PE)

Year 3 Curriculum Overview 2025-26

Music	Recorders notes B and A from Red Hot Recorders		Composition		Recorders	
French		<u>A new start</u> Getting to know you Numbers Colours <u>Calendar & celebrations</u> Command, colours, numbers Bonfire night colours Calendar time		<u>Animals I like and dislike</u> <u>French co plan says we are doing here:</u> <u>Calendar, celebrations,</u> <u>Carnival, numbers</u>		<u>Breakfast, fruit nouns and a hungry giant</u> A hungry giant story
PE Theme	Fundamentals (teacher) Tennis (Mr Cannon)	Dance 1-6 Yoga x 3 / Fitness x 3	Dance 7-12 Gymnastics 1-6	Ball Skills Gymnastics 7-12	Hockey OAA	Athletics Cricket
VISITS or VISITORS	Stone Age workshop		Egyptian trip –Bagshaw Museum PARENTS' ASSEMBLY WK6			Sports Day Race Day