

Year 3 Curriculum Map 2025-26

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 8 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 5 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Topic Name</b>	The Land Before Time	Light it up! Christmas (2 weeks)	Awesome Earth	Rampaging Romans	Magical maps	Curious Coppull
<b>English Focus</b>	Diversity		Poetry		Non-Fiction	Spelling Bee
<b>English</b>	<p><b>Place Value of Punctuation and Grammar</b></p> <p><b>Stone Age Boy</b> <b>Outcomes:</b> - non-chronological report linked to prehistoric animals</p>	<p><b>Narrative:</b> Retell part of a story with added detail and dialogue</p> <p><b>Poetry:</b> Poems on a theme. Shape poems (Christmas)  Letter to Father Christmas</p>	<p><b>Newspaper Report</b> Escape from Pompeii</p> <p><b>Explanation text</b> (Volcanoes)</p>	<p><b>Instruction text</b> We Are the Romans- Linked instruction text</p> <p><b>Recount</b> Rotten Roman Child's diary</p>	<p><b>Narrative-</b> adventure stories using dialogue (The Wild Robot)</p> <p><b>Poetry:</b> Poet Study Michael Rosen</p> <p><b>Persuade</b> - letter Health week - leading healthy lifestyles</p>	<p><b>Narrative:</b> Traditional Tales with a twist.</p> <p><b>Persuasive writing:</b> Adverts - The Little Shoemaker</p> <p><b>Poetry</b> - rhyming couplet poetry</p>
<b>Books/ Film Clips</b>	<p>Focus text: Stone Age Boy</p> <p>Class Novel - The Iron Man by Ted Hughes</p>	<p>Focus text: Orian and the Dark</p> <p>Class Novel - The Night Train</p>	<p>Focus text: Escape from Pompeii</p> <p>Class Novel - The Boy at the Back of the Class</p>	<p>Focus text; We are the Romans.</p> <p>Class Novel - Roman Diary by Richard Platt</p>	<p>Focus Text: Journey by Aaron Becker</p> <p>Class Novel - The Wild Robot</p>	<p>Class Novel - The Creakers</p> <p>Clip 'The Little Shoe Maker'</p>

<b>Maths (White Rose Maths Overview)</b>	Place value Addition and subtraction	Multiplication and division A	Multiplication and division B Measurement (Length and Perimeter)	Fractions A Number fractions Measurement (Mass and Capacity)	Fractions B Money Time	Shape Statistics Consolidation
<b>Science</b>	Rocks (4 steps) Fossils (2 steps) Soils (5 steps 2 lessons)	Light (8 steps)	Forces (4 steps) Magnet (4 steps)	Skeletons (5 steps)	Plants (10 steps)	Nutrition (5 steps)
<b>History</b>	Stone age to Iron Age			The Romans		Local History
<b>Geography</b>		Mountains	Volcanoes & Earthquakes		Map Reading (Focus on Coppull)	
<b>Art</b>	Gestural Charcoal (Cave Art)			Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
<b>DT</b>		Shell Structures- create gift boxes with ribbon to sell at enterprise week	Levers and Linkages			Healthy and Varied Diet

<b>Music</b>	Charanga - Developing Notation Skills  How does music bring us closer together?	Charanga - Enjoying Improvisation  What stories does music tell us about the past?	Charanga -Composing Using Imagination  How does music make the world a better place?	Charanga - Sharing Musical Experiences  How does music help us to get to know our community?	Charanga - Learning More about Musical Styles  How does music shape our way of life?	Charanga - Recognising Different Sounds  How does music connect us with the environment?
<b>French</b>	Autumn 1 :A New Start <ul style="list-style-type: none"> <li>• Ask and answer name</li> <li>• Ask and answer simple feelings</li> <li>• Count 0-11</li> <li>• 6 colours</li> </ul>	Autumn 2: Calendar & Celebrations <ul style="list-style-type: none"> <li>• Days</li> <li>• Months ( an respond to simple question)</li> <li>• Asking the day / month</li> <li>• Ask birthday month</li> </ul>	Spring 1:Animals I like and don't like <ul style="list-style-type: none"> <li>• Names of domestic animals</li> <li>• Ask and answer a like/dislike</li> </ul>	Spring 2: Carnival, colours and playground games <ul style="list-style-type: none"> <li>• Colours</li> <li>• Ask what colour something is.</li> <li>• Giving a response</li> <li>• Likes and dislikes</li> <li>• Celebrating Easter</li> </ul>	Summer 1: Breakfast, fruit nouns and a hungry giant <ul style="list-style-type: none"> <li>• Fruit and vegetables</li> <li>• Breakfast foods</li> <li>• Ask and answer likes/dislikes</li> <li>• Ask for food item politely</li> </ul>	Summer 2: Going on a picnic <ul style="list-style-type: none"> <li>• Foods for a picnic</li> <li>• Asking politely</li> <li>• Colours</li> <li>• Commands</li> <li>• Ask and answer where you live</li> <li>• 0-15 (0-20)</li> </ul>
<b>PE</b>	Fundamental movement skills Handball Swimming (2 Weeks)	Dance OAA	Gymnastics (floor) Gymnastics (apparatus)	Target Games  Net and wall games	Athletics  Tennies	Invasion Games  Team Building
<b>Computing</b>	<b>Computing systems and networks - Connecting computers</b> Creating Media - <u>Animation</u> NCCE  <u>Managing online information</u> <u>Privacy and security</u>		Data and information -branching databases (NCCE) <u>Online bullying - Anti bullying week</u> <u>Self image and Identity</u> <u>Online relationships</u> <u>Barefoot Unit: Computational thinking(Book week)</u> <a href="https://www.barefootcomputing.org/resources/digital-doodle">https://www.barefootcomputing.org/resources/digital-doodle</a>	Programming A - sequence in music. (NCCE)  <u>Copyright and ownership</u> <u>Health, wellbeing and lifestyle - health week</u> <u>Online reputation</u>		
<b>PSHE</b>	Feelings & emotions Hazard Watch	Working in our World * Christmas Enterprise (Candlelit carols)	Making friends online Computer safety	Recap year ½ Stealing assessment	Keeping and staying healthy	Relationships

<b>RE</b>	Harvest, including Sukkot Called by God	Called by God Christmas - God with us	UC2A.4 - What kind of world did Jesus want?	3.4 Exploring the sadness & joy of Easter	3.5 Which rules should we know?	3.5 Which rules should we follow?
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### Autumn breakdown

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Maths</b>	Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds	Represent numbers to 1000 Partition numbers to 1000 Hundreds, tens and ones Find 1, 10 or 100 more or less	Number line to 1000 Estimate on number line to 1000 Compare numbers to 1000 Order numbers to 1000	Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s	Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10	Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange)	Add two numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100)	Assessment week
<b>English</b>	Noun focus Common and proper nouns  Noun focus Collective/partitive nouns	Noun focus Collective/partitive nouns Nouns review	.Verb focus Being verbs + 'to have' Verb focus Regular action verbs & verb phrases Verb focus Irregular action verbs & verb phrases	Subject focus What is a subject?  Subject/verb focus Stage 1: Building single-clause sentences Subject/verb focus (pronouns) Stage 1: Building single-clause sentences	Subject/verb focus Stage 2: Building single-clause sentences Subject/verb focus (pronouns) Stage 2: Building single-clause sentences  Subject/verb focus Stage 3: Building single-clause	Subject/verb focus (pronouns) Stage 3: Building single-clause sentences  Subject/verb focus Application	Subject/verb focus Co-ordinating conjunctions to join clauses  Subject/verb focus Co-ordinating conjunctions to join clauses and compound subjects	Non- Fiction piece of writing to apply grammar skills learned.

					sentences			
<b>Spelling</b>	Words where the digraph 'ou' makes an /ow/ sound	Words where the digraph 'ou' makes an /u/ sound	Words where 'y' makes an /i/ sound	Words ending '-sure'	Words ending in '-ture'	Challenge words	Words with the prefix 're-'	Step 8: Words with the prefix 'dis-'
<b>History</b>	Was Stone Age man simply a hunter and gatherer, concerned only with survival?	How different was life in the Stone Age when man started to farm?	What can we learn about life in the Stone Age from a study of Skara Brae?	Why did they build Stonehenge?	How much did life really change during the Iron Age and how can we possibly know?	How did civilisations change from the Stone Age to the Iron Age?		
<b>Art</b>	I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.	I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.	I can work on larger sheets of paper, and I can make loose, gestural sketches using my body	I can understand what Chiaroscuro is and how I can use it in my work.	I can use light and dark tonal values in my work, to create a sense of drama.	I have taken photographs of my work, thinking about focus, lighting, and composition.	I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.	Any finishing off.

<b>Science</b> <b>(White rose science)</b>	Identify rocks	Group rocks	Test rocks	Local rock survey	Explore fossils	Fossil formation	Explore soil The importance of soil	Plan – soil experiment Investigate – soil experiment Evaluate – soil experiment
<b>R.E</b>	<ul style="list-style-type: none"> <li>• Why do communities celebrate the harvest?</li> <li>• Why do Christians celebrate Harvest Festival?</li> <li>• What exactly is being celebrated at harvest?</li> </ul>	<p>What exactly is being celebrated at harvest?</p> <p>Who celebrates the harvest?</p> <p>How do communities around the world celebrate harvest</p>	<p>Why is the harvest celebrated by people with faith and those of no faith?</p> <p>What does the Harvest Festival, and being thankful mean to you?</p>	describe the ways in which Christian harvest festival celebrations show Christian values in action	describe the key features of the Jewish festival of Sukkot.	Go to church for the harvest festival	describe the key features of the Hindu festival of Pongal	express their own opinion as to why communities celebrate Harvest.

## Spring 1 Overview- 6 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Maths</b>	Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8	The 8 times-table The 2, 4 and 8 times-tables End of block assessment (version B) <b>Step 1</b> Multiples of 10 <b>Step 2</b> Related calculations	<b>Step 3 Reasoning about multiplication</b> <b>Step 4 Multiply a 2-digit number by a 1-digit number - no exchange</b> <b>Step 5 Multiply a 2-digit number by a 1-digit number - with exchange</b> <b>Fluency practice</b>	<b>Step 6</b> Link multiplication and division <b>Step 7</b> Divide a 2-digit number by a 1-digit number - no exchange <b>Step 8</b> Divide a 2-digit number by a 1-digit number - flexible partitioning Fluency Division Practice	<b>Step 9</b> Divide a 2-digit number by a 1-digit number - with remainders Fluency Practice <b>Step 10</b> Scaling <b>Step 11</b> How many ways?	<b>Step 1</b> Measure in metres and centimetres <b>Step 2</b> Measure in millimetres <b>Step 3</b> Measure in centimetres and millimetres <b>Step 4</b> Metres, centimetres and millimetres <b>Step 5</b> Equivalent lengths (metres and centimetres)
<b>English</b>	Predict events from the front cover and blurb. Retrieve and sequence key events. Understand and use new vocabulary. Infer characters' feelings. Identify and use descriptive language.	Add detail using expanded noun phrases. Write sentences using subordinating conjunctions. Use 'The more, the more' sentences to show cause and effect. Combine different sentence types for effect. Write a short descriptive paragraph.	Identify features of a newspaper report.  Write effective headlines and openings.  Use quotes with correct punctuation.  Organise information into paragraphs.  Plan a newspaper report.	Write the opening of a newspaper report.  Write the main event using varied sentences and grammar.  Write quotes and a conclusion.  Edit and improve sentences and grammar.  Publish and assess the newspaper report.	Read and understand explanation texts. Learn and use technical vocabulary. Use cause and effect language. Write sentences using subordination and prepositions. Plan an explanation text.	Write the introduction of an explanation text.  Explain the process clearly.  Use target grammar in writing.  Edit and improve writing.  Publish and assess the explanation text.
<b>Reading Journal- Boy at the back of the</b>	Week 1: Introduction & Setting the Scene	Week 2: Understanding Characters & Emotions	Week 3: Plot Development & Predictions	Week 4: Themes & Connections	Week 5: Problem Solving & Critical Thinking	Week 6: Conclusion & Reflection

<b>class</b>						
<b>Spelling</b>	Introduction to morphology	Introduction to morphology	Suffix- Ous	Base- Port	Prefix- de	Assessment
<b>Geography</b>	What on earth is a volcano?	What's under our feet?	How are Volcanoes formed?	How do Volcanoes affect the earth and peoples lives?	What causes earthquakes and how are they measured?	Wow- Exploding Volcano Experiment
<b>DT</b>	To investigate and understand how lever and linkage mechanisms work.	To understand how levers and linkages create movement.	To design a moving volcano using a lever mechanism.	To make a working lever mechanism accurately.	To assemble and finish a volcano model using appropriate materials.	To evaluate a product against design criteria and user needs.
<b>Science (White rose science)</b>	<b>Step 1</b> Explore forces	<b>Step 2</b> Friction	<b>Step 3</b> Plan - friction experiment <b>Step 4</b> Investigate - friction experiment	<b>Step 1</b> Magnets	<b>Step 2</b> Magnetic and non-magnetic materials	<b>Step 3</b> Investigate metals  <b>Step 4</b> North and South Poles - attract and repel
<b>R.E</b>	To know that the calling of the disciples is part of the Gospel; To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and	To offer suggestions about what Jesus' actions towards the leper might mean for a	To offer suggestions about what Jesus' actions towards the	To offer suggestions about what Jesus' actions towards the leper might mean for a Christian.	To offer suggestions about what Jesus' actions towards the leper might mean for a Christian.	Offer some ideas about the meaning of the Good Samaritan story to Christians

	become 'fishers of people'.	Christian.	leper might mean for a Christian.			
<b>P.E</b>	To create interesting point and patch balances. To develop point and patch balances on apparatus.	To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus.	To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus.	To transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus.	To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting.	To create a partner sequence using equipment.  To create a partner sequence using skills learnt and incorporating apparatus.
<b>PSHE</b>	Making Friends Online		Computer Safety Documentary		Assessment	