



CURRICULUM OVERVIEW – YEAR 3 2025 TO 2026

Year 3	Autumn		Spring		Summer	
	Time Travellers		The Great British Place Off		The Empire Strikes	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Spelling Shed will be used to teach spellings patterns and rules In English, we will focus on: - Stone Age Boy by Satoshi Kitamura – Character descriptions and story writing using talk 4 writing techniques. Diary entries and recounts and instructions for a Stone age person. - The First Drawing by Mordicai Gerstein – Writing a historical story using speech - The Magic Box by Kit Wright – Sense poem		Spelling Shed will be used to teach spellings patterns and rules In English, we will focus on: - Leon and the place between by Angela McAllister – Write our fantasy stories and setting descriptions. - Journey by Aaron Becker – Setting descriptions and alternative endings		Spelling Shed will be used to teach spellings patterns and rules In English, we will focus on: Escape from Pompeii by Christina Balit – Non-fiction newspaper report, non-chronological report and descriptive writing.	
Mathematics	In Maths we will focus on: - Place Value, reading, writing, comparing and ordering numbers to 1000 - Addition and Subtraction of up to 3-digit numbers using mental and formal written methods. Solve missing number problems. - Multiplication and Division, using 2, 5, 10, 3, 4 and 8 times tables.		In Maths we will focus on: - Multiplication and Division: Solve two-digit by one-digit using mental methods and progressing to formal methods. Solve problems involving missing numbers, scaling and correspondence. - Measurement: Measure, compare, add and subtract lengths and measure perimeter of simple 2D shapes - Fractions: Count up and down in tenths. Recognise, find and write simple fractions. Add and subtract simple fractions within 1. - Measurement: Measure, compare, add and subtract mass and capacity using appropriate units.		In Maths we will focus on: - Fractions: Recognise and show equivalent fractions. Compare and order unit fractions. - Measurement involving money, add and subtract amounts using £ and p. - Measurement involving telling the time to the nearest minute. Using analogue clocks including Roman numerals. - Geometry: Properties of shapes including drawing 2D shapes and making and recognising 3D shapes. Recognise and identify right angles. Know terms horizontal, vertical, perpendicular and parallel. - Statistics: Interpret and present data using bar charts, pictograms and tables.	
Science	Animals including humans. Children will continue to learn about the importance of nutrition and be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.		Rocks. Children will be comparing the attributes of different rocks and discover how fossils are made.	Forces and Magnets. Children will observe that magnetic forces can act without direct contact and explore the behaviour and everyday uses of different magnets. Children will conduct tests on materials to see whether or not they are magnetic.	Plants. Children will explore the parts of a plant. Children will learn about seed dispersal, pollination and seed formation. Children will carry out an investigation into the way water is transported within plants.	Light. Children will investigate light and its properties. Children will discover reflections and shadows and use scientific methods to test their own theories.
History	Time Travellers. During this theme children will explore life during the Stone Age, Bronze Age and Iron Age. They will discover how people lived and the developments of the time such as the use of tools and the different types of housing and settlements. The children will investigate a range of evidence used by archaeologists to understand how we know about a time period so long ago. o the Iron Age				The Empire Strikes. Children will discover when the Romans invaded Britain and the impact they had on the country. They will investigate how features of modern life can be traced back in some way to the Romans for example Roman roads and place names. They will study the life of Boudica, the Iceni Queen, and how she rebelled against the Roman invasion. Children will be able to make connections and compare the ways of life of the Roman people to those of the Stone Age, Bronze Age and Iron Age.	
Geography	Time Travellers. Over the course of this work, the children will develop their geographical place knowledge of the UK so that they become familiar with locations connected to the Stone Age, Bronze Age and Iron Age such as Stonehenge and Skara Brae.		The Great British Place Off. During this theme, will take a journey around the United Kingdom, exploring its geographical features. The children will name and find the countries, capital cities and major cities of the United Kingdom and its surrounding seas. The		The Empire Strikes. Children will explore and extend their knowledge of maps to be able to locate the continent of Europe and some of the countries conquered by the Romans at the time of the Roman Empire. They will locate Rome on a map of Italy	



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			children will develop their use of map skills from key stage one, so that they have the opportunity to use maps, atlases, globes and digital/computer mapping to locate countries and describe features. They will distinguish between rural and urban land use using maps and aerial photographs and then study in detail mountainous and coastal regions of the United Kingdom identifying similarities and differences in the two locations. As part of their learning the children will go on to investigate their local town of Gravesend learning about how to conduct fieldwork to observe and record the human and physical features.		and some of the other major towns and cities, including Florence, Naples, Venice, Pisa and Milan. Children will compare geographical and human similarities and differences between life in the UK and life in Italy, with a focus on Venice. Children will compare Venetian ways of life to their own, including education, transport, culture, religion and food.	
Art & Design	Working with colour. Children will investigate prehistoric drawing using <i>The First Drawing</i> by Mordicai Gerstein as inspiration. They will experiment with different effects, textures and ways of applying colour to create their own cave paintings. They will develop their understanding of the colour wheel, experiment with tones using watercolours, and continue to build their sketching skills.			Printing. Children will explore different types of printing, including mono printing, incised and additive relief printing. They will study artists such as Pablo Picasso, Andy Warhol and Henri Matisse to inspire their own complex patterns. They will consolidate their understanding of the colour wheel and colour mixing.	Collage. Children will explore Roman mosaics and study artists like Antoni Gaudi for inspiration. They will use different materials to create their own mosaics, combining visual and tactile qualities. They will also work together to produce a large-scale mosaic for the school community.	
Design Technology		Mechanical Systems: Pneumatic toys. Children will draw accurate diagrams with labels and explanations and identify key terms. They will plan their ideas using sketches and assemble a working pneumatic system to create the desired motion, then evaluate it against the design brief.	Structures: Constructing a castle. Children will draw and label a simple castle, recognising its key 3D features. They will design a castle with a specific purpose, cut and score nets of 2D shapes, and use materials to assemble geometric structures securely. They will build a complex structure from simple shapes and evaluate their work.			Cooking and nutrition: Eating seasonally. Children will learn that fruits and vegetables grow in different countries depending on climate and seasons. They will understand how eating seasonally benefits the environment. Using this knowledge, they will design a tart recipe using seasonal ingredients.
Computing	Computer Systems and Networks – Connecting Computers. Children will develop their understanding of digital devices,	Creating Media – Desktop Publishing. Children will learn how text and images can be used to communicate	Programming A – Sequence in Music. Children will use Scratch to explore sequencing in programming. They will	Data and Information – Branching Databases. Children will learn what a branching database is and how to create	Creating Media – Animation. Children will use tablets to create stop-frame animations. They will apply their skills to	Programming B – Events and Actions. Children will explore the relationship between events and actions through



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	focusing on inputs, processes and outputs. They will compare digital and non-digital devices and be introduced to computer networks, including key infrastructure such as wireless access points and switches. They will explore the benefits of connecting devices in a network.	messages. They will use desktop publishing software to make careful design choices and create their own magazine front cover. They will explore templates, orientation and page layouts, and understand how desktop publishing is used in real life.	learn how to use motion, sound and event blocks to build their own programs. They will apply their skills to create a digital piano while developing their understanding of structured program design.	one. They will use yes/no questions to identify attributes and sort groups of objects. They will design and test an identification tool using their branching database and explore real-world applications.	produce a story-based animation and then enhance it by adding music and text. They will use a range of techniques to refine their final piece.	programming. They will move a sprite in different directions and use design to navigate a maze. They will experiment with Pen blocks and finish by creating their own maze-tracing program.
PE	Fundamentals. Children will develop key movement skills such as balancing, running, jumping, hopping and skipping. They will explore how the body moves at different speeds and learn how to accelerate and decelerate.	Dance. Children will work individually, with a partner and in groups to create and share ideas. They will develop their sense of rhythm, using canon, unison, formation and levels in their dances. They will perform and give feedback using key terminology.	Ball Skills. Children will improve their accuracy and consistency when tracking and catching a ball. They will practise different throwing techniques and dribbling with both feet and hands, applying these skills in small group games.	Football. Children will develop their defending, attacking, sending, receiving and dribbling skills. They will work cooperatively within a team, showing respect for teammates, opponents and referees.	Golf. Children will develop skills in striking, chipping, putting and playing both short and long games. They will focus on coordination, accuracy and control, and reflect on their own and others' progress.	Cricket. Children will learn how to strike the ball into space to score runs. They will use skills, strategies and tactics to outwit the opposition. Outdoor Adventurous Activities
Music	Glockenspiel Part 1 – Children are introduced to the glockenspiel, learning notation, pitch and rhythm through composition, improvisation and performance, including solo, small group and ensemble work.	Stone Age – Children explore rhythm notation, composing and performing small group rhythm compositions.		Glockenspiel Part 2 – Children continue to develop glockenspiel skills, applying pitch, rhythm and performance in ensembles and solos.	Volcanoes – Children explore and compose music inspired by volcanoes, linking literacy, poetry and art, and recording ideas with graphic scores.	
PSHE	Being Me in My World. Children will explain how their behaviour can affect others, say why it is important to have rules, and how rules help them and others to learn.	Celebrating Difference. Children will describe conflicts that may happen in family or friendship groups, explain how words can be hurtful, and share how being involved in conflict makes them feel. They will offer strategies to help resolve situations.	Dreams and Goals. Children will discuss different ways that help them learn and what they need to do to improve. They will share their successes with others.	Healthy Me. Children will identify things, people and places they need to keep safe from, and suggest strategies for staying safe and healthy, including who to ask for help. They will express how being anxious, scared or unwell feels.	Relationships. Children will explain how their lives are influenced positively by others and how their choices can affect their family, friends and people they don't know.	Changing Me. Children will explain how boys' and girls' bodies change during the growing up process, the reasons for these changes, and how to cope with the feelings that come with them.
RE	Unit 19 What is it like for someone to follow God? (People of God)	Unit 20 What is the 'Trinity' and why is it important for Christians? (Incarnation/God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/Fall)	Unit 24 How and why do people try to make the world a better place? (Thematic)



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MFL	Basic French words linking to introductions.	I am learning French. Children will have the knowledge and skills to introduce themselves, say how they feel, and gain a wider appreciation for the country or countries where the language is spoken.	Phonic and pronunciation (ET)	Animals. Children will be introduced to ten nouns and articles for common animals. Children will also learn to use <i>je suis...</i> (I am...).	French numbers	I am able. Children will learn 10 familiar activities that they are able or not able to do in French. Children will also be introduced to the negative form, helping them build more complex sentences, including using conjunctions.