Curriculum Map 2025-2026 Year 3

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March - Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global& Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Stories Around the Campfire Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
Curriculum Topic – So What?	**What changes occurred in Britain from the Stone Age to the Iron Age?** **History**	**How do we create light and darkness?** **Science**	**How can we express still life through different techniques?** **Arts**	**What can we learn about the Roman Empire and its impact on Britain?** **History**	**What are the key features of the United Kingdom?** **Geography**	**What does my body need to be healthy?** **Arts**
Suggested quality texts for English **Class reader author focus:** Anne Fine and Lucy Daniels	Ug by Raymond Briggs Stone Age Boy by Satoshi Kitamura Stone Age Tales by Terry Deary	Diary of a Killer Cat by Anne Fine The Red Tree by Shaun Tan	Katie and the Sunflowers by James Mayhew Artist Biographies	Escape from Pompeii by Christina Balit The Time Travelling Cat and the Golden Eagle by Julia Jarman Range of Myths and Legends	The Iron Man by Ted Hughes	The Sheep Pig by Dick King-Smith Selection of cookery books
English - extended writing opportunities	Writing to entertain through character and setting descriptions, then narrative writing linked to The Stone Age. Writing to inform through non-chronological reports linked to daily life during the Stone Age or Iron age.	Writing to discuss through diary writing linked to stories with 2 contrasting characters. Writing to entertain through play scripts focusing on 2 contrasting characters. Poetry – Exploring different structures (kennings, question and answer, clerihews and limericks).	Writing to inform through biography writing of famous artists. Writing to discuss through letter writing to living artists stating preferences. Writing to explain linked to plants science through a scientific report.	Writing to inform through newspaper reports linked to key historical events during the Roman period. Writing to entertain through myths and legends. Reading, comparing and contrasting then using as inspiration for own writing.	Writing to entertain, focussing on dialogue and then narratives linked to familiar UK settings. Writing to explain and inform through UK travel guide writing.	Poetry – Vocabulary building around the theme of food (a mix of free verse/narrative poetry) Writing to persuade through adverts, sales pitches and letter writing. Writing to inform through instruction writing for a target audience.

				Poetry – Focus on the work of a poet (performance poetry).		
Mathematics	**Number: Place value** Represent numbers to 100 Tens and ones using addition Represent numbers to 1000 100s, 10s, 1s Number line to 1000 Find 1, 10 , 100 more/less Compare objects and numbers to 1000 Order numbers Count in 50s **Number: Addition and subtraction** Add and subtract multiples of 100 Add/subtracts 1s Add and subtract 3 digit by 1digit – not crossing 10 Add 2/3 digit and 1 digit numbers crossing 10 Subtract 1 digit from 2/3 digit number – crossing 10 Add and subtract 3 digit and 2 digit not crossing 100/ crossing 100 Subtract 2 digit from 3 digit number Add and subtract 100s Spot the pattern	**Number: Addition and subtraction** Add/subtract two digit and 3 digit numbers – crossing 10/100 Add 3 2 digit numbers crossing/not crossing 10 Subtract 3 digit number from 3 digit number no exchange/exchange **Number: Multiplication and division** Multiplication – equal groups Multiplication symbol Using arrays 2 and 5 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 , 5 , 10 Multiply by 3 Divide by 3 3 times table Multiply/divide by 4 The 4 times table Multiply/divide by 8 The 8 times table	**Number: Multiplication and division** Consolidate 2, 4, 8 times tables Comparing statements Related calculations Multiply 2 digit by 1 digit Divide by 2 digit by 1 digit (~3 lessons) Scaling How many ways? **Measurement: Money** Count money (£ and pence) Convert pounds and pence Add money Subtract money Give change **Statistics** Make tally charts Draw pictograms Interpret pictograms Pictograms Bar charts Tables	**Measurement: Length and perimeter** Measure length (m) Equivalent lengths – (m & cm) and (mm and cm) Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter Measure length **Number: Fractions** Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence ½ 2/4 Count in fractions	**Number: Fractions** Making the whole Tenths Count in tenths Tenths as decimals Fractions on number line Fraction of set of objects (~3 lessons) Equivalent fractions (~3 lessons) Compare fractions Order fractions Add/subtract fractions **Measurement: Time** O'clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 mins Telling time to a minute Using am and pm 24 hour clock Finding the duration Comparing duration Start end times Measuring time in seconds	**Geometry: Properties of shape** Turns and angles Right angles Compare angles Draw accurately Horizontal vertical Parallel and perpendicular Recognise and describe 2D 3D shapes Make 3D shapes **Measurement: Mass and capacity** Compare mass Measure mass Add and subtract mass Compare volume Measure capacity Compare capacity Add and subtract capacity Temperature

Extended Maths Opportunities and investigations	Weigh different rocks Coded hundred square. Take three numbers.	Shadow experiment putting on time of each recording in 12- and 24-hour clock. Got it. A square of numbers.	Measuring height of different plants based on the requirements they need How much did it cost. Real statistics.	Make tally charts on favourite roman artefact/army Fraction match.	Using fractions to create database questions (i.e. ¾ of class like maths) Matching fractions. Wonky watches.	Weighing ingredients for DT topic Fractions for a balanced diet. Oh! Harry!
Science	**Rocks** Compare and group rocks by appearance and properties. Describe how fossils are formed and how soil is made.	**Light** Recognise that light enables us to see and is reflected from surfaces. Recognise how shadows are formed and investigate patterns in shadow changes.	**Plants** Describe the functions of parts of flowering plants. Explore the varying requirements for plant growth. Investigate how water is transported within plants. Explore parts of a flower relating to pollination and seeds.		**Forces and Magnets** Observe differences between forces (needing contact, or acting at a distance). Observe how magnets attract and repel each other. Compare and group materials based on magnetism. Predict magnets repelling or attracting based on their poles.	**Animals, including humans** Identify the need for appropriate nutrition obtained from eating. Identify that humans and some animals have skeletons and muscles (& their purpose).
R.E.	**Sharing and Being Generous** Understand that giving and sharing is an important part of living in society. Giving is a high priority in most traditions **Caring for Others, Animals and the Environment** Begin to understand that caring for others, animals and the environment is a recognition of responsibility. Practises designed to meet these responsibilities exist in many traditions.	**Creating Unity and Harmony** Understand that unity is encouraged by like-minded activity. Disunity occurs from breakdown in communication **Participating and Willing to Lead** Understand that participation in the activities of Religious Traditions requires involvement and engagement	**Being Fair and Just** Understand that life is unfair. **Being Accountable and Living with Integrity** Understand that most traditions adopt a moral code	**Remembering Roots** Understand the significance of remembering things that are more than individual personal experience **Experiential RE (Judaism)** **Being Loyal and Steadfast** Contrast the commitment of Holy Communion and the betrayal of Jesus by Judas Iscariot.	**Being Open, Honest and Truthful** Understand that honesty is considered very important by most people, whether or not they believe in an all-knowing God. **Being Attentive to the sacred as well as the precious** Understand that God may or may not be there.	**Being Courageous and Confident** Understand that being courageous means to speak up and stand up for what we believe to be right, in spite of our fear of the consequences. **Experiential RE-Sikhism (Symbols and artefacts)** **Being Hopeful and Visionary** Understand that hope for the future may be focussed on our lifetime, or that of the next generation. Men and women of conviction have made, and continue to make, 'a difference'.

History	**Chronological Understanding** Use a timeline to place events in order. **Range & Depth of Knowledge** Use evidence to describe changes during one time period (culture, beliefs, rich & poor settlements) **Historical Enquiry** Suggest sources of evidence to help answer questions. Use pictures & objects to find information about the past. Ask & answer Q'S (How, Who, Why, What) **Organisation & Communication** Present information in different ways for different purposes, including ICT.			**Chronological Understanding** Use timelines to place events in order. To know meaning of AD/BC. Use words century/decade. **Range & Depth of Knowledge** Use evidence to describe changes during one time period compared with another (culture, beliefs, rich & poor) **Historical Enquiry** Suggest sources of evidence to help answer questions. Use pictures & objects to find information about the past. Ask & answer Q'S (How, Who, Why, What) **Historical Interpretation** Explore two versions of the same event (e.g. invasion). Identify differences in accounts.		
Geography					**Locational Knowledge** Name and locate the counties and cities of the UK, regions and characteristics. Focus on how some aspects have changed over time. **Geographical skills and fieldwork** Use maps, atlases and globes to identify the counties, cities and regions of the UK.	

Art and Design	**ART FOCUS DAY DRAWING** **Line and Tone** Make different types of line in pencil. Look at lines in works of art. RECAP and EXTEND – Make different lines with fine, medium and broad pens. RECAP and EXTEND - Make different tones in pencil. Use tone to sketch three-dimensional shapes. **Figures and faces** Draw heads and position of features Drawing eyes, mouths and noses Draw faces Full portrait (long pose). Suggested artists: Monica Lee, Diego Fazio		**ART TOPIC PAINTING** Recap colour wheel. Make a collage using coloured strips. Record colour mixing. Mix and paint in different whites. Add black to make a darker colour tone. Explore how to use water colours and how to make lighter colours without using white. Paint in lighter and darker tones of colour. Paint using a 'wash'(watercolours). Make marks with thickened paint using sand, sawdust, PVA glue etc. to create textured paint, patterns, shapes & lines. Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Apply colour using dotting, scratching, splashing. Use a selection of sizes of brushes, sponge brushes etc. Suggested artists: *Georgia O'Keeffe,* Vincent Van Gogh, Henri Matisse, Maya	**ART FOCUS DAY SCULPTURE** Create sculptures using Modroc. Suggested artist: Marc Quinn, George Segal, Louise Bourgeois		**ART FOCUS DAY PRINTING** Collagraph printing using e.g. corrugated card, string, press print, embossed wallpaper. Suggested artists: Suzie MacKenzie, Akiko Taniguchi

			Kopitseva, Mark Rothko			
Design Technology						**Cooking and Nutrition – savoury dish/seasonality** **Design:** Understand & apply principles of healthy and varied diet. Understand seasonality, know where & how a variety of ingredients are grown, reared, caught & processed. Use research & develop design criteria to inform design of appealing product, aimed at a particular individual/group. (E.g. design a healthy meal). **Make:** Select and use wide range of ingredients. Prepare & cook variety predominately savoury dishes using a range cooking techniques. **Evaluate:** Investigate & analyse a range of existing products (E.g. look at food labels/ packaging/tasting food). Evaluate their ideas and products against their own design criteria & consider views of others to improve their work.

						Technical Knowledge: Understand seasonality & principles of healthy diet
Music	**Let Your Spirit Fly – – An R and B Song** Listen and learn the song. Create a graphic score. Create own piece of music using a graphic score. Compose a simple melody using simple rhythms. Consider dynamics and texture. Rehearse and perform compositions.	**Glockenspiel Stage 1** Learn to play the notes on the glockenspiel. Focus on the language of music. Read notated music and learn note names. Folow notation to play a simple tune. Begin to improvise using just two notes. Perform and evaluate.	**Three Little Birds – Reggae Music** Explore and learn to sing a range of reggae songs. Find the pulse and identify funky rhythm patterns, tempo changes and dynamics. Play instrumental parts. Improvise using voices and instruments. Compose a simple melody. Perform and evaluate.	**The Dragon Song – based on Traditional Songs from Around the World about Kindness, Friendship, Respect and Acceptance** Identify common themes in songs. Sing the songs and learn to play instrumental parts. Copy, play and invent rhythmic and melodic patterns. Improvise using voices and instruments. Compose own pieces. Perform and evaluate.	**Bringing us Together – Disco music on the theme of Hope, Peace, Friendship and Unity** Identify how songs tell a story. Copy, play and invent rhythmic and melodic patterns. Explore pitch in songs. Play instruments in a Question and Answer style. Improvise using voices and instruments. Compose using just three notes. Performa and evaluate.	**Reflect, Rewind and Replay** Listen and appraise a variety of western Classical music, revisiting different music types from the year. Participate in various musical activities which embed the interrelated dimensions of music using voices and instruments. Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.
Computing	**3.2 Online Safety** To use technology responsibly (Safe passwords, Fake news & age restrictions on digital media) **3.3 Spreadsheets** Use spreadsheets to create graphs, use tools to compare different numbers and understand and use cell location.	**3.1 Coding** Create a sequential algorithm, use a flowchart design to create the code. Use X and Y properties, if statements, create a variable and repeat an action; start debugging a program	**3.4 Touch Typing** To type with both hands and know where all keys are.	**3.5 Email** Learn how to open and respond to an email safely and add an attachment.	**3.6 Branching databases** To understand and create a branching database.	**3.7 Simulations** To explore, analyse and evaluate a simulation. **3.8 Graphing** Present results in a range of graphical formats.
MFL – French	**I'm learning French** Find France on a map.	**Core Vocabulary** Phonetics lesson 1: CH, OU, ON, OI Read, understand and say colours, commands, numbers 1-10,	**I am able…** Recognise common verbs and activities and attempt to spell correctly.	**Animals** Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.	**Little Red Riding Hood** Sit and listen attentively to a familiar fairy tale in French.	**Fruits** Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns.

	Find French cities on a map. Understand and speak basic sentences such as: say their name and how they feel. Count to ten.	salutations and Christmas vocabulary. **Cultural lesson:** Learn Christmas traditions in France	Use common verbs in a simple sentence with 'Je peux' (I am able) and 'Je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form more complex sentences using the conjunctions 'et' (and) and 'mais' (but).	Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the 1st person verb 'je suis' (I am).	Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least four parts of the body in French as seen in the story.	Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.
PSHE	**Being Me in My World** Learn to recognise their self-worth and identify positive things about themselves and their achievements. Talk about new challenges and how to face them with positivity. Talk about the need for rules and how these relate to rights and responsibilities. Talk about choices and consequences, working collaboratively and seeing things from other people's points of view. Talk about different feelings and the ability to recognise these feelings in themselves and others.	**Relationships** Revisit family relationships and identify the different expectations and roles that exist within the family home. Identify why stereotypes can be unfair and may not be accurate. Look at careers and why stereotypes can be unfair in this context. Learn that families should be founded on love, respect, appreciation, trust and cooperation. Revisit the restorative technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Explore online relationships through gaming/Apps and children are introduced to some rules for staying safe online. Learn that they	**Celebrating Difference** Learn about families, that they are all different and that sometimes they fall out with each other. Talk about techniques to calm themselves down and discuss the restorative technique. Revisit the topic of bullying and talk about being a witness (bystander), how a witness has choices and how these choices can affect the bullying that is taking place. Talk about using problem-solving techniques in bullying situations. Talk about name-calling and choosing not to use hurtful words. Talk about giving and receiving compliments and the feelings associated with this.	**Dreams and Goals** Look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. Identify their own dreams and ambitions and discuss how it will feel when they achieve them. Talk about facing learning challenges and identify their own strategies for overcoming these. Talk about obstacles which might stop them from achieving their goals and how to overcome these. Reflect on their progress and successes and identify what they could do better next time.	**Healthy Me** Talk about the importance of exercise and how it helps your body to stay healthy. Talk about their heart and lungs, discuss what they do and that they are very important. Talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. Talk about different types of drugs, the ones you take to make you better as well as other drugs. Think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.	**Changing Me** Explore babies and what they need to grow and develop including parenting. Look at the outside body changes in males and females. Discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

		are part of a global community and they are connected to others they don't know in many ways. Investigate the wants/ needs of other children who are less fortunate and compare these with their own. Revisit children's universal rights.				
P.E.	**Gymnastics Unit 1** Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas. **Rounders** To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills.	**Dance Unit 1** Practise and put together a performance. Perform using facial expressions. Perform with a prop. **Volleyball** Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.	**Handball** Able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball. **Basketball** Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.	**Dance Unit 2** Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work. **KS2 Golf** Transfer skills to handle clubs and strike with consistency and accuracy. Play in a variety of modified golf games. Play with others showing sportsmanship and fair play.	**Athletics** Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. **Tennis** To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.	**Gymnastics Unit 2** Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances. **Lacrosse** Able to pass and catch in a game situation. Show basic skills to maintain possession, including ground balls. Implement and adhere to some basic rules of lacrosse.
SMSC	Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others	Learn about light will improve their understanding that they need light in order to see things that dark is the absence of light. They will notice light is reflected from surfaces. Children will learn light from the sun can be dangerous and that	During Still Life topic, children use their environment (including things found in the natural environment) to develop their drawing and painting. This encourages them to consider the world around them.	Learn about invasion in context of Romans and how lack of tolerance affects communities, religious beliefs, settlements and ultimately the future of generations to come.	Look deeply at the geography of the UK and any changes over time, focusing on counties and a range of different cities, allowing the children to identify comparisons and differences. This study provides the opportunities for the children to speak to	With animals and humans, children will need to explore the need for the right types and amounts of nutrition, understanding they cannot make their own food and they need to get nutrition from what they eat.

		there are ways to protect their eyes.			experts and listen to and reflect on the experiences of others.	
British Values	**Rule of Law** Class charter/PSHE topic **Democracy** Class election for school councillor **Mutual Respect & Tolerance** RE - giving and sharing, and an understanding of caring for others, animals and the environment.	**Mutual Respect & Individual Liberty** Anti-Bullying week/PSHE topic **Individual Liberty** PE – Creating sequences and dances	**Mutual Respect & Individual Liberty** Mental Health week – choices for better mental wellbeing/PSHE topic	**Mutual Respect** learn to use ICT respectfully (email) **Mutual Respect & Tolerance** Music – exploring music from other cultures	**Mutual Respect & Tolerance** One World Week	**Mutual Respect & Tolerance** Experiential RE- Sikhism (Symbols and artefacts) & Martin Luther King
Character Education				**Romans Revolt- Empathy, Communication, pride/excellence** I take time to investigate different tasks can be completed and respect their contribution. I communicate clearly and remember information listening for an extended period of time.	**Around the World in 80 days Resilience, Empathy** Not giving up when something is challenging. I am positive and fair worth others and give them a chance to put their ideas forward.	
International Links opportunities		Christmas around the world			International Evening	
Enterprise Opportunities			**Social Enterprise** Create a 'Helping Hamper' for St. Mary's hospice. To support a local group in need (mental health). Pupils should be taught how to make simple choices that			**Fundraising Enterprise** To create a class recipe book. To understand how they can develop skills to make their own contribution in the future. To recognise what makes a healthy

			improve their health and wellbeing			lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. To make real choices and decisions.
Visits & Visitors **(Circumstances dependent)**	Lapworth Museum – fossils and rocks loan boxes			Lunt Fort		
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		