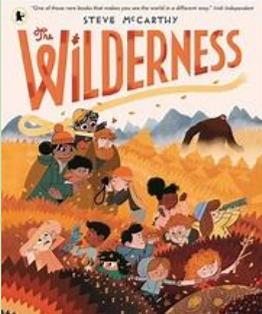
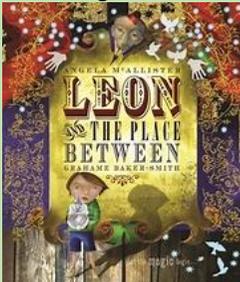
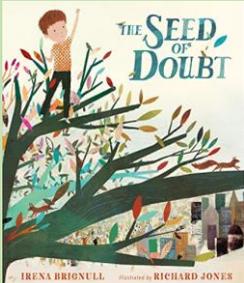
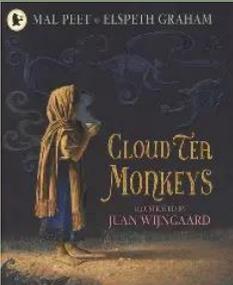
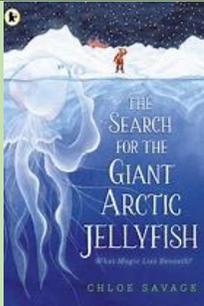
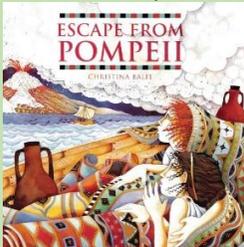
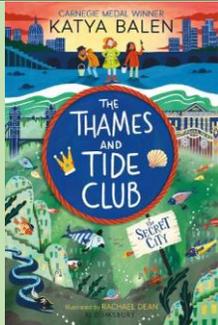
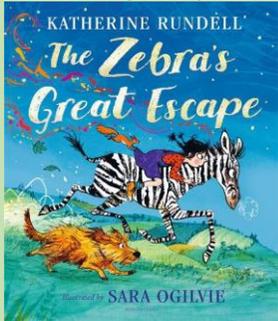


Year 3 Curriculum Overview 2025-2026

| Subject | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
|------------------------|--|---|---|---|---|---|
| RE | <p style="text-align: center;">Creation and Covenant</p> <p>God's love and care for humanity is experienced through the beauty and order of Creation.</p> | <p style="text-align: center;">Prophecy and Promise</p> <p>Because God loves us, he gave us his only Son Jesus.</p> | <p style="text-align: center;">From Galilee to Jerusalem</p> <p>Jesus grows up and reveals the love of the Father to us.</p> | <p style="text-align: center;">From Desert to Garden</p> <p>That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do.</p> | <p style="text-align: center;">To the Ends of the Earth</p> <p>The mission of the Church begins at Pentecost.</p> | <p style="text-align: center;">Dialogue and Encounter</p> <p>The Church is the community of all those who belong to Christ.</p> |
| English Writing | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Writing to inform</p>  <p style="text-align: center;">Fantasy Narratives</p> </div> | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Instructional Writing and Brochures</p>  <p style="text-align: center;">Motivational Leaflets</p> </div> | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Non-Chronological Reports</p>  <p style="text-align: center;">Extended Narratives</p> </div> | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Non-Chronological Reports</p>  <p style="text-align: center;">Extended Narratives</p> </div> | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Setting Descriptions and Poetry</p>  <p style="text-align: center;">Newspaper Reports</p> </div> | <div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;">Persuasive Letters and Diary Entry</p>  <p style="text-align: center;">Poetry and Fictional Narrative</p> </div> |

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|-------------------------|--|--|---|---|--|---|
| English Grammar | <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel [a rock or an open box]. | <ul style="list-style-type: none"> Headings and subheadings to aid presentation. Express time, place and cause using conjunctions [when, before, while, after, so, because] and adverbs [then, next, soon, before] and prepositions [before, after, during, in, under]. | <ul style="list-style-type: none"> Use of the present perfect form of tense rather than the simple past [he has gone out to play rather than he went out to play]. Introduction to inverted commas to punctuate speech. | <ul style="list-style-type: none"> Understand word families based on common words, showing how words are related in form and meaning [solve, solution, solver, dissolve, soluble]. | <ul style="list-style-type: none"> Form nouns using a range of prefixes (super-, anti-, auto-). Introduction to paragraphs as a way of grouping related information. | <ul style="list-style-type: none"> Create sentences that include subordinate clauses. |
| English Spelling | <ul style="list-style-type: none"> The suffix – ly More prefixes | <ul style="list-style-type: none"> The /u/ sound spelt ou The /i/ sound spelt y elsewhere than at the end of words Words with the /k/ sound spelt ch (Greek in origin) Words with the /sh/ sound spelt ch (mostly French in origin) Words with the /ae/ sound spelt as ei, eigh or ey | <ul style="list-style-type: none"> Homophones and near-homophones The suffix – ation The suffix – ous | <ul style="list-style-type: none"> Endings which sound like /zhun/ Words with endings sounding like /zhure/ and /chure/ | <ul style="list-style-type: none"> Endings which sound like /shun/ spelt – tion, – ssion | <ul style="list-style-type: none"> Endings which sound like /shun/ spelt – sion, – cian Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) |
| Maths | <ul style="list-style-type: none"> Place value Addition + Subtraction | <ul style="list-style-type: none"> Addition + Subtraction Multiplication + Division | <ul style="list-style-type: none"> Multiplication + Division Length and Perimeter | <ul style="list-style-type: none"> Fractions Mass and Capacity | <ul style="list-style-type: none"> Fractions Money Time | <ul style="list-style-type: none"> Shape Statistics (Consolidation) |
| Science | <ul style="list-style-type: none"> Animals: Movement and nutrition | <ul style="list-style-type: none"> Forces and magnets | <ul style="list-style-type: none"> Rocks and soil | <ul style="list-style-type: none"> Light and Shadows | <ul style="list-style-type: none"> Plant Reproduction | <ul style="list-style-type: none"> Making Connections |
| Humanities | <ul style="list-style-type: none"> History: The Stone Age | <ul style="list-style-type: none"> Geography: Coasts | <ul style="list-style-type: none"> History: The Bronze Age and Iron Age | <ul style="list-style-type: none"> Geography: Climate and Weather | <ul style="list-style-type: none"> History: Local History | <ul style="list-style-type: none"> Geography: Our World |
| Art / DT | <ul style="list-style-type: none"> Art Topic: | <ul style="list-style-type: none"> DT Topic: Area of DT: Mechanisms | <ul style="list-style-type: none"> DT Topic: | <ul style="list-style-type: none"> Art Topic: | <ul style="list-style-type: none"> Art Topic: | <ul style="list-style-type: none"> DT: Topic Area of DT: Textile |

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|------------------|--|---|---|--|--|---|
| | Area of Art – Painting and mixed media Outcome: Prehistoric painting | Final Product: Pneumatic Toy | Area of DT: Digital World Final Product: Wearable tech | Area of Art – Sculpture and 3D Final Product - Abstract shape and space | Area of Art – Drawing Growing Artists Final Product - | Final Product: Cushion |
| Computing | Connecting computers | Sequencing sounds | Stop -frame animation | Events and actions in programs | Branching Databases | Desktop publishing |
| Music | <p>Listen and Appraise</p> <p>To know some songs have a chorus or a response/ answer part</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Performance</p> <p>To perform in front of an audience as part of KS2 Christmas concert.</p> | | <p>Playing the recorder</p> <p>To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To learn to play a tuned instrumental part that matched their musical challenge (one-note/ simple/ medium part)</p> <p>To play the part in time with the steady pulse</p> <p>To listen carefully to musical instructions and follow instructions from a leader.</p> | | <p>Playing the recorder</p> <p>Improvisation and Composition</p> <p>To understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down.</p> <p>To understand that composing is like writing a story with music.</p> <p>To recognise that everyone can improvise and compose.</p> <p>To improvise using instruments: To create a simple melody using one, three or five notes.</p> <p>To learn that the notes of the composition can be written and changed if necessary.</p> | |
| Spanish | Los Números (Numbers) | Los Días (Days of the week) Los Meses (Months of the Year) | Los Saludos (Greetings) | Yo Aprendo Español (I'm learning Spanish) | Peudo (I can) | Revision of – I'm learning Spanish, Greetings, days of the week, months of the year, numbers and I can |
| PE | OAA Gym | Dance - The Stone Age Netball | Tag rugby Gym | Cricket Tennis | Athletics Swimming | Swimming Tennis |
| PSHE | We Don't Have to be the Same Respecting Our Bodies | What am I Feeling? What am I Looking at? | Family, Friends and Others When Things Feel Bad | Sharing Online Chatting Online | A Community of Love What Is the Church? | How do I love others? Working Together |