

Year 3 Curriculum Overview 2025-2026

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

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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 | Place value Addition + Subtraction | Addition + Subtraction Multiplication + Division | Multiplication + Division Length and Perimeter | Fractions Mass and Capacity | Fractions Money Time | Shape Statistics (Consolidation) |
| Science | Animals: Movement and nutrition | Forces and magnets | Rocks and soil | Light and Shadows | Plant Reproduction | Making Connections |
| Humanities | History: The Stone Age | Geography: Coasts | History: The Bronze Age and Iron Age | Geography: Climate and Weather | History: Local History | Geography: Our World |
| Art / DT | Art Topic: | DT Topic: Area of DT: Mechanisms | DT Topic: | Art Topic: | Art Topic: | 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 | Listen and Appraise To know some songs have a chorus or a response/ answer part To learn how songs can tell a story or describe an idea. Performance To perform in front of an audience as part of KS2 Christmas concert. | | Playing the recorder To learn the names of the notes in their instrumental part from memory or when written down. To learn to play a tuned instrumental part that matched their musical challenge (one-note/ simple/ medium part) To play the part in time with the steady pulse To listen carefully to musical instructions and follow instructions from a leader. | | Playing the recorder Improvisation and Composition To understand that improvisation is unique to a person making up your own tunes on the spot as it is not written down. To understand that composing is like writing a story with music. To recognise that everyone can improvise and compose. To improvise using instruments: To create a simple melody using one, three or five notes. To learn that the notes of the composition can be written and changed if necessary. | |
| 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 |