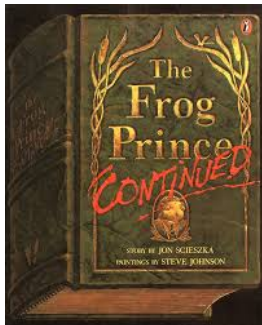
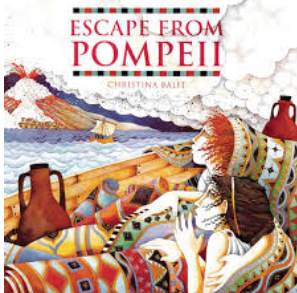
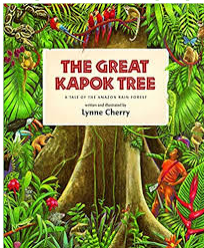
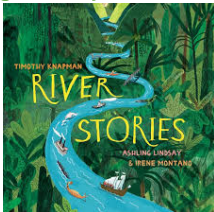


Year 3 Curriculum Map 2025 2026

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Fairy Tale	Historical Fiction	Classic/historical	Information Poetry (Oracy)	Contemporary Fiction	Adventure Information
English Units	The Frog Prince Continued by Jon Scieszka & Steve Johnson  Writing Outcomes: Own fractured fairy tale (F) Playscript (F)	Escape to Pompeii by Christina Balit  Writing Outcomes: Action Scene (F) Persuasive Speech (NF)	Oliver Twist by Charles Dickens (retold by Brenda Lewis and Ronne Randall)  Writing Outcomes: Write a new chapter for Oliver Twist (F) Instructions on how to be an urchin (NF)	Selection of information texts about the Stone Age Writing Outcomes: Non Chronological report about the stone age (NF) My Life as a Goldfish by Rachel Rooney (Poetry)	The Great Kapok Tree by Lynne Cherry  Marvellous Mike's Travelling Circus	Marcy and the Riddle of the Sphinx by Joe Todd Stanton  River Stories by Timothy Knapman, Ashling Lindsay & Iren Montano 
Maths	Place value (4 weeks) Addition and subtraction (3 weeks)	Addition and subtraction (3 weeks) Multiplication and division (4 weeks)	Multiplication and division (3 weeks) Length and perimeter (2 weeks)	Length and perimeter (1 week) Fractions (3 weeks) Mass and capacity (2 weeks)	Mass and capacity (1 week) Fractions (2 weeks) Money (2 weeks) Time (1 week)	Time (2 weeks) Shape (2 weeks) Statistics (2 weeks) Consolidation and assessment (1 week)
Science	How can we classify rocks? Materials-Rocks Building on: Early years Leading to: Educational visit/Experience: Natural history Museum-fossils workshop	How can I make objects move using magnets? Materials-Forces and magnets Building on: Early years Leading to: Year 5	What would happen if I didn't have a skeleton? Animals including humans Building on: Early years, Leading to: Years 4, 5 and 6	What are the functions of the parts of a flower? Plants Building on: Early years, years 1 and 2 Leading to: Year 5 Educational visit/Experience: Soanes Centre-wildflowers workshop	How are shadows formed? Light Building on: Early years Leading to: Year 6	Crest Award -chosen investigations linking to Year 3 units- revisit key knowledge Educational visit/Experience: Building on: year 3 learning
Computing	Connecting Computers Children develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They compare digital and non-digital devices. Building on: Y1, A1, Technology All Around Us and Y2, A1, Information Technology All Around Us Leading to: Y4, A1, The Internet	Stop Frame Animation Children use a range of techniques to create a stop-frame animation using tablets. They apply those skills to create a story-based animation. Building On: Y2, A2, Digital Photography and y2, S1, Making Music Leading to: Y5, A2, Video Production	Sequencing Children explore the concept of sequencing in programming through Scratch. Building on: Y2, S1, Programming Animations Leading to: Y3,S2, Events and Actions in Programming	Branching Databases Children develop their understanding of what a branching database is and how to create one. They use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Building on: Y2, Sp2, Pictograms Leading to: Y4, Sp2, Data Logging	Desktop Publishing Children become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online. They use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents. Building on: Y1, S1 Creating Media Leading to: Y6, A2, Website Creation	Events & Actions in Programming Children explore the links between events and actions, while consolidating prior learning relating to sequencing. Children learn programming extensions, through the use of Pen blocks. Building on: Y3,Sp1, Sequencing Leading to: Y4,Sp 2, Programming
History	In what ways did Britain change after WWII? Children will learn about how much		How did humans survive the Stone Age in Britain? Children learn about how early humans		What did the Ancient Egyptians achieve? Children learn about the advancement	

	changed after WWII with specific reference to how the Windrush Generation helped rebuild Britain after the war, the cultural changes and legacies. Building on: restoration after The Great Fire. Leading to: Further study of WW2 and Indian soldiers in Y5 and Y6 English books; rights work in Y6. Educational visit/Experience: N/A Rationale: This unit focuses on a significant turning point and traces the legacies to the present day. The unit allows the children to link history from the 1400s with its impact through time, especially the impact it had on local history. Develops the concept of community and culture. Develops the concept of democracy and rights. Begins to explore the concept of power and conflict.		developed tools and technology in order to not just survive but to thrive as a species. They begin to use BC/BCE and AD/CE date formats. Building on: dinosaur work in EYFS. Leading to: work on the intellectual and technological advances made by humans in later eras. Educational visit/Experience: British Museum Rationale: Children learn about prehistory. They learn that technological advances took many years to come about. Develops the concepts of technology and progress. Focuses on the changes from the Stone Age to Iron Age.		the Ancient Egyptians made in literature, agriculture, architecture and science. Building on: Stoneage unit. Leading to: Greeks, Benin Education visits/experience: British Museum	
Geography		Is a rainforest a biome? Understanding biomes with particular focus on rainforests Building on: Year 2 summer 2 Leading to: Year 4 Autumn 2, Year 6 Autumn 2, Year 6 Summer 2 Rationale: The environment		How do volcanoes and earthquakes affect people? Key physical features of volcanoes and earthquakes, human and environmental impact Educational visit/experiences: Natural History Museum workshop or a visit Leading to: Year 5 Summer Rationale: The environment		Why are capital cities often built by water? The Water Cycle, rivers, human and physical geography of a river Building on: Year 2 Summer 2 Leading to: Year 6 Spring and Summer 2 Rationale: Rivers and cities have all been chosen to cover the whole world or places where the school has a link i.e. already learnt about it or high number of children with a link to the country. Mapwork
RE	How did Jesus and Buddha make people stop and think? Trip/Experience: A trip to Vihara and Church to compare similarities and differences Leading to: Year 4 & Year 5 Rationale: to understand different beliefs about God	What is the significance of light? Building on: Year 1 & Year 2 Leading to: Year 4 & Year 5 Rationale: To explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories.	How do Jews celebrate their beliefs at home and in the synagogue? Trip/Experience: Visit to a Synagogue Building on: Year 1 & Year 2 Leading to: Year 4 & Year 5 Rationale: To develop an understanding of Jewish festivals and special days	How and why do Hindus celebrate Holi? Trip/Experience: Visit to Hindu temple, or invite a Hindu person into your class to speak about the importance of this festival for them Building on: Year 1 & Year 2 Leading to: Year 4 Rationale: To investigate the stories surrounding the Hindu festival of Holi, a battle around good and evil and the importance of faithfulness and colour in our lives.	What can we learn about special symbols and signs used in special religions? Building on: Year 1 & Year 2 Leading to: Year 3 & Year 4 Rationale: To consider how art is used to express important beliefs in two religions - Christianity and Islam	What do Sikh sayings tell us about Sikh beliefs? Trip/Experience: Visit to a Gurdwara or a Sikh visitor into the school Building on: Year 1, Year 2 & Year 3 Leading to: Year 4 Rationale: To find out about 6 main Sikh symbols and their meaning to Sikh people as well as the Sikh holy book – the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today.
Art	Artist: William Morris Art Strands: Drawing, Printing Trip/Experience: William Morris Gallery, Walthamstow Building on: Yr 1, Autumn and Spring 1, Yr 2 Spring 1		Artist: Paul Cezanne Art Strands: Drawing Trip/Experience: Building on: Yr 2, Spring 1 Leading to: Yr 5, Autumn 1 Rationale: Paul Cezanne is introduced		Artist: Yinka Shonibare Art Strands: Sculpture Trip/Experience: Building on: Yr 1, Summer 1 Leading to: Yr 4, Autumn 1 Rationale: Yinka Shonibare is	

	Leading to: Yr 3, Spring 1 Rationale: William Morris is introduced as one of the great artists and designers'. This unit introduces children to the Arts and Crafts movement, exploring Morris's distinct influence from natural floral patterns, the value of and appreciation for handcrafted work.		as one of the great artists. This unit introduces them to an artist that bridges Impressionism and modern art. Children will continue exploring form, color, and perspective.		introduced as a local artist, currently living in Mile End, London. This unit explores the themes of identity and culture. The children study his work to encourage critical thinking about how their artworks can relate to their own lives and the world around them.	
DT		Shell structures- Can I create a frame structure using different strengthening techniques? Building on: year 2 stable structures unit. Leading to: Year 4 Aut 2, Year 5 Aut 2 Rationale: Enable pupils to effectively use materials to design, construct and strengthen an aesthetically pleasing product.		Food technology Can I design a new type of bread? Building on: EYFS healthy eating, Year 1 Healthy soup, Year 2 healthy pizza Leading to year 4, 5, 6 Leading to: Rationale: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality		Textiles Which fastening methods are the most effective? Building on: EYFS weaving, Year 2 Autumn 1, Leading to year 5 Rationale: Giving opportunities to physically examine a range of fabrics and make informed choices to design and make a suitable product.
PSHE	Being me in my world Why is it so important to make responsible choices? Building on: Y2 Establishment week – getting to know children, going through rules and behaviour and expectations, thinking about transition into KS2. Comparing a nightmare/dream school. Outcome: class charter	Celebrating difference How can words hurt us? Building on: Y2 Understanding how families can be different. Understanding how to resolve conflict and what being a witness to bullying looks like.	Dreams and goals How do people stay motivated when facing difficult challenges? Building on: Y2 Thinking about overcoming challenges in life, looking at children with disabilities and what they have achieved. Building on how to work well with others and how to overcome any obstacles.	Healthy Me How can we keep safe? Building on: Y2 Thinking about exercise and its importance, how what we eat impacts us, how to be safe around drugs and understand how to access the emergency services.	Relationships How do our roles and responsibilities change in different situations? Building on: Y2 Understanding family roles and responsibilities, friendship, keeping safe online, and being a global citizen.	Changing Me What changes happen to you when you grow? Building on: Y2 Understanding how a baby grows inside a mother, learning about family stereotypes, understand how boys' and girls' bodies change on the outside as they grow up, looking ahead and changes.
French	French greetings with puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.	French adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills	French playground games- numbers and age Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	In a French classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	French transport Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go.	A circle of life in French Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.
PE	Fitness Dance	Tag Rugby Dance	Gymnastics Yoga	Football Yoga	Cricket Outdoor Adventurous Activities	Athletics Outdoor Adventurous Activities
Music	Can you tell a story through music? Listening: Revisit 'London Is The Place For Me' Lord Kitchener. Calypso and Reggae rhythms. Composing/Performing: composing a 4 line rap and chorus. Experience: performing and recording their rap/song to a rhythm track.	How many ways can you sing that tune? Listening: Seasonal songs Composing/Performing: Simple songs with tuned ostinato layered parts Experience: Performing Christmas Songs in Production to parents Building on: Y2 Sum 1	Can we compose pentatonic music? Link to Chinese New Year? Listening: Trad Chinese song 'Jasmine Flower' various versions Composing/Performing: Compose and notate 'Chinese Dragon Song' using notes from the pentatonic scale	Can we play recorder and read music? Listening: Recorder playing clips, various genres. Composing/Performing: Playing simple 3 note pieces Notes BAG Experience: Opportunity for independent practice on loaned instruments.	Can we improve our recorder technique? Listening: Medieval Recorder Music Early instruments. Composing/Performing: Playing simple 5 note pieces. Notes GABCD	Are we ready to perform our recorders in a concert? Listening: Baroque Recorder Music Bach Brandenburg Concerto Composing/Performing: Experience: Sum 2 Y3 Recorder Concert to Parents. Solo/Duet playing for some children.

	Building on: Y2 Spring 1 Leading to: Y6 Sum 1, composing Rap/songs with a more complicated structure Rationale: Using verse and chorus structures in their own pieces	Leading to: Y5 Aut 2, creating layered parts from motifs Rationale: Organise sounds into a structure.	Experience: Recording and Evaluating their songs. Building on: Y3 Aut 2 Leading to: Y5 Aut 1, working with scales containing a more complicated pattern of notes Rationale: Learning to recognise and use the pentatonic scale.	Building on: Y3 Spring 1 Leading to: Sum 2 Y3 Recorder Concert to Parents Rationale: Control sounds made on the recorder . Use tongue to sound start and finish notes.	Experience: Honing and applying musical skills to prepare for a performance. Building on: Y3 Spring 2 Leading to: Sum 2 Y3 Recorder Concert to Parents Rationale: Further Control breath and sound quality on the recorder	Leading to: Y4 Spring 1 violin performance Building on: Y3 Sum 1 Leading to: Y4 Aut 1 Rationale: Improve finger placements on the recorder.
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