



Curriculum Overview - YEAR 3 - 2025-2026

*Just a reminder that I will be teaching the class **Monday-Thursday** and Mrs Kershaw will teach the class on **Fridays**. This Year we will be learning about the Stone Age and what we can learn from Prehistoric and Early Humans, Ancient Egyptians and the Victorians, especially how life was for children. PE will be with Mr Herd on **Wednesday afternoons** and **Friday mornings**. Mr Herd will also teach yoga every alternate Friday morning with a specific focus on mindfulness and self-confidence building. Please ensure your child has all they need for PE each week, especially if they attend a club and go home in their PE kit. We have a no tape policy for earrings. **They need to be removed thank you. Please help your child practise removing their earrings at home, so they feel confident doing it independently in school.** Please ensure that your child has a named PE kit in school including tracksuit bottoms/ shorts, top and a change of footwear for PE. Occasionally due to weather or restrictions on use of the hall we have to change days so your child's PE kit needs to be in school at all times.*

Through discrete English lessons, Spelling, Punctuation and Grammar lessons (SPAG), and cross-curricular lessons we aim to cover a range of genres covering poetry, fiction and non-fiction. Writing is an area that has many different parts including punctuation, spelling, and description to make it interesting as well as checking it to ensure it makes sense and neat handwriting. Any extra encouragement you can give to help your child write at home is much appreciated. This first half term we are working largely on writing 'basics' such as letter formation, handwriting, spelling, grammar and sentence writing.

*We have a class **Reading** book and so far have read is **Mr Stink by David Walliams, Stig of the Dump by Clive King, The Ancient Egypt Sleepover by Stephen Davies** and are currently reading **The danger gang by Tom Fletcher**. Green Class children also have a reading book and reading record, so we ask that your child reads and independently records this reading at **least 3 times a week** as this is part of their **essential home learning**. There is guidance for completing the reading record at the front of the reading record. Please help your child to remember to bring their reading book and reading record in **every day**. **Library time will be on a Tuesday.***

| Subject | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|---------------------------------------|-----------------------------------|--|---------------------------------------|-------------------------------------|--------------------------------|
| English | The BFG (Literacy Tree) | The First Drawing (Literacy Tree) | Heart in a Bottle (Literacy Tree) | The Story of Tutankhamun (Literacy Tree) | The Cloud Tea Monkeys (Literacy Tree) | How to Live Forever (Literacy Tree) | The Tear Thief (Literacy Tree) |
| Maths | Number - Place Value Number, Measures - | Addition and Subtraction, Measures | | Multiplication and Division Measures | Fractions Measures | Fractions, Money, Measures | Time, Statistics, Measures |

| | | | | | | |
|-----------------------|---|---|--|--|--|--|
| New Science Dec 25 | Rocks and soils including fossils (4 + 5 + 2 lessons) | Introduction to light and shadows (8 lessons) | Introduction to the human skeleton and muscles (5 + 2 lessons) | Healthy eating (5 lessons) | What plants do and what they need (10 lessons) | Simple forces including magnets (4 + 4 lessons) |
| Geography | How do different extreme weathers effect our planet? | | What was the importance of the River Nile to the Ancient Egyptians? | | Why are Rainforests so important to the world? | |
| History | | Stone Age - How did the Stone age people affect our lives? | | Ancient Egypt - Why were the Ancient Egyptians important to our history? | | Victorians - Should children be seen and not heard? |
| Computing | Computer Systems and Networks- E-Safety | Creating Media Animation (Raspberry Pi) | Creating Media- Desktop Publishing E-Safety | Programming A- Sequence in Music | Branching databases E-Safety | Programme B- Events and Actions |
| Art/DT | Stone Age Cave Art Building Stonehenge using biscuits | Jewellery making | Egyptian Art-collars, Peg mummies, | Designing and Creating Cartouche, Clay Canopic jars | | William Morris- Study of repetitive patterns (floral) |
| RE | Understanding Christianity - Creation/Fall What do Christians learn from the Creation Story (Core) Mini - Understanding Christianity - God - What is it like to follow God? Noah (Core) | Understanding Christianity - Incarnation What is the Trinity? (Core) | Emmanuel Project - Judaism - Covenant - What symbols and stories help Jewish people remember their covenant with God? | Understanding Christianity - Salvation - Why do Christians call the day Jesus died Good Friday (Core) | Emmanuel Project - Hinduism - Karma - Why do Hindus want to collect good karma? | Emmanuel Project - Humanism - Golden Rule - why do Humanists use the Golden Rule as a basis for morality? |
| Music | Music Express- Environment Music Express-Building | Music Express- Sound Music Express- Poetry | Music Express-China Music Express-Time | Music Express- In the past Music and songs from Y3/4 performance Music Express- Communication | Music Express- Human Body Music Express- Singing French | Music Express- Ancient Worlds Music Express- Food and Drink |

| | | | | | | |
|------|--|---|---|--|---|--|
| PSHE | Healthy and Safer Lifestyles 12 Digital Lifestyles | Citizenship 6-Working Together Citizenship 7 diversity and communities | Healthy and Safer Lifestyles HSL MSR-3/4 | Healthy and Safer 16-Personal safety Citizenship 8- Rules, Rights and Responsibilities | Healthy and Safer Lifestyles DE3/4 Drug education | Enrichment E-Safety Lifestyles -SRE |
|------|--|---|---|--|---|--|