**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 term’s topic is* ***“We will Rock You”*** *where we will be learning about the Stone Age and what we can learn from Prehistoric and Early Humans. 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.*

*Our current class* ***Reading*** *book is* ***Mr Stink by David Walliams****. Green Class children will 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 will be on a Tuesday****.*

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| **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 | Measures | Statistics  Measures |
| **Science** | Light | Rocks | | | Animals inc humans | Plants | Forces and magnets | Science experiments |
| **Geography** | Stone Age – How did the Stone age people affect our lives? | The Sunshine State-Florida in North Amelia | | | Ancient Egypt – What was the importance of the River Nile to the Ancient Egyptians? | Why are jungles so wet and deserts so dry? | Victorians – Should children be seen and not heard? | Why do half the people in the world live in megacities |
| **History** | Stone Age – How did the Stone age people affect our lives? | | | | Ancient Egypt – What was the importance of the River Nile to the Ancient Egyptians? | | Victorians – Should children be seen and not heard? | |
| **Computing** | Creating Media Animation (Raspberry Pi)  E-Safety | Creating Media- Desktop Publishing | | | Programming A- Sequence in Music  E-Safety | Programme B- Events and Actions | Computer Systems and Networks-  E-Safety | Branching databases |
| **Art/DT** | Stone Age Cave Art  Building Stonehenge using biscuits | | Jewellery making | | Death Masks  Egyptian Art | Designing and Creating Cartouche | Silhouettes | 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 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 16-Personal safety | Healthy and Safer Lifestyles 17  sex and relationship education  Healthy and Safer Lifestyles 13-SRE | Healthy and Safer Lifestyles 15  Drug education  Healthy and Safer Lifestyles 14 | Enrichment E-Safety  Citizenship 8- Rules, Rights and Responsibilities |