

## Curriculum Overview for Year Three

2025 - 2026



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	Portal Story - Elf Road (setting) Poetry Week - play Instructions - How to make a revolting sandwich	Defeating a Monster - The Reluctant Dragon (character/speech) Non-chronological report - The Twirling Tuft Enrichment Week	Finding Tale - Adventures at Sandy Cove (suspense) Invention Week - TBC Recount in form of letter - Jungle recount	World Book Day British Folktale- Lazy Jack (opening and ending) Enrichment Week	Tale of Suspense - The Manor House (suspense) Discussion - This house would abolish school uniform Group preparation & Oracy debate	Quest - Perseus and Medusa (character description) Poetry Week - TBC Explanation- Why is a monster so difficult to defeat? Enrichment Week Letter to next year group.
<b>Class reader</b>	Alice in Wonderland - Lewis Carroll	Cat Tales: Ice Cat - Linda Newbery	The Boy Who Grew Dragons - Andy Shepherd	Hansel and Gretel - Anthony Brown	The Light Thieves - Helena Duggan	The Abominables - Eva Ibbotson
<b>Poetry Thursdays</b>	AA Milne	Matt Goodfellow	Zaro Weil	Joseph Coelho	Robert Hull	Michael Rosen
<b>Guided Reading</b>	The Adventures of the Dish and the Spoon by Mini Grey* Extra Yarn by Mac Barnett	Our Tower by Joseph Coelho** Water: Protect Freshwater to Save Life on Earth by Catherine Barr 3 weeks	Moonjuice (poetry) by Kate Wakeling 3 weeks Luna and the Treasure of Tlaloc by Joe Todd Stanton 3 weeks	Featherlight by Peter Bunzl 5 weeks	Cinderella of the Nile by Beverley Naidoo * ** Viking Longship by Mick Manning	Blue John by Berlie Doherty 3 weeks Escape from Pompeii by Christina Balit

Oracy	<p>Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion. (daily in class)</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion. (History)</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience. (British sign language?)</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>
Maths	<p>Adding and subtracting across 10</p> <p>Numbers to 1,000</p>	<p>Numbers to 1,000</p> <p>Right angles</p> <p>Time</p>	<p>Manipulating the additive relationship and securing mental calculation</p> <p>Column addition</p>	<p>Enrichment Week - Enterprise - DT &amp; Maths</p> <p>2, 4, 8 times table</p> <p>Column subtraction</p>	<p>Unit fractions</p> <p>Non unit fractions</p>	<p>Non-unit fractions</p> <p>Parallel and perpendicular sides in polygons</p>
Times Tables	(2x) 4x	(4x) 8x	3x	(3x) 6x	(6x) 12x	revision
Science	Animals Including Humans	Light	Forces and Magnets	Rocks	Plants- Growth/ Transport	Plants- Reproduction
History	<p>Changes from Stone Age to the Iron Age</p> <p>Anglo Saxons</p>	<p>Anglo Saxons</p> <p>Vikings</p> <p>Changes from Stone Age to Iron Age</p>	<p>Anglo Saxons</p> <p>Vikings</p>	<p>Vikings</p> <p>Changes from Stone Age to Iron Age</p>	<p>Anglo Saxons</p> <p>Vikings</p>	Vikings
Geography	<p>Place Knowledge</p> <p>Case Study - Compare and contrast the</p>	<p>Human &amp; Physical Geography:</p> <p>Physical:</p>	<p>Human &amp; Physical Geography &amp; Locational Knowledge</p>	<p>Human &amp; Physical Geography</p> <p>Human:</p>	<p>Human &amp; Physical Geography</p> <p>Physical:</p>	<p>Human &amp; Physical Geography</p> <p>Physical:</p> <p>Types of clouds</p>

	<p>Human &amp; Physical geography of The North East of England with a European region.</p> <p><b>Human &amp; Physical Geography:</b> <b>Physical:</b> Rivers - main features and processes. Physical processes that affect the lithosphere: Erosion and deposition Example 1: Rivers (main features and processes)</p> <p><b>Human &amp; Physical Geography and Geographical Skills:</b> As in week 1 - to include the drawing of diagrams</p> <p><b>Locational Knowledge and Geographical Skills:</b></p>	<p>Coasts, main formations - caves, arches, stacks, loss of land</p> <p><b>Human &amp; Physical Geography &amp; Locational Knowledge:</b> Coastal erosion problems in the UK</p>	<p><b>Human:</b> Trade Food - Main foods in UK supermarkets and where they are sourced</p> <p><b>Geographical Skills:</b> Coastal erosion problems in the UK</p>	<p>Settlements in rural areas (patterns and features)</p> <p><b>Human &amp; Physical Geography &amp; Locational Knowledge:</b> <b>Human:</b> Trade Fossil Fuels - oil and its trade between countries</p> <p><b>Human &amp; Physical Geography</b> <b>Human:</b> Settlements - Settlements in urban areas (patterns and features)</p>	<p>The Water Cycle - evaporation, condensation, precipitation, run off</p> <p><b>Human &amp; Physical Geography</b> <b>Physical:</b> Types of precipitation</p>	<p><b>Human &amp; Physical Geography</b> <b>Physical:</b> Extreme precipitation - monsoon, hurricanes.</p> <p><b>Human &amp; Physical Geography &amp; Locational Knowledge</b> <b>Human:</b> The human effects of monsoon and hurricane - case studies of Bangladesh &amp; Haiti</p>
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	Rivers of the UK - to include map work					
Computing	E-safety  Networks Learning what a network is and how devices communicate and share information	E-safety  Scratch Exploring the programme 'Scratch'.	Internet Safety Day  Emailing Sending emails with attachments and learning what cyberbullying is.	E-safety  Journey inside a computer Creating paper versions of computers to understand how a computer works.	E-safety  Video trailers Developing digital video skills to create trailers with special effects and transitions.	E-safety  Comparison cards databases Learning about records, fields and data.
PE	Ball Skills OAA	Dance Basketball	Gymnastics Hockey	Athletics Yoga	Cricket Tag rugby	Tennis Golf
Religion and Worldviews	What makes us human?	What makes us human?  Where do our morals come from?	Where do our morals come from?	What happens if we do wrong?	Is scripture central to religion?	Why are water and fire symbolic?
PSHE	Being Me in My World  'Who am I and how do I fit?'	Celebrating Difference  Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals  Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me  Being and keeping safe and healthy	Relationships  Building positive, healthy relationships	Changing Me  Coping positively with change
Art	Look at Artist from class country: Paul Klee (Northern Europe)	Painting - linked to cave paintings	Sculpture - Artist study: Andy Goldsworthy.			Printing - Linked to Scandinavian folk art

	Modigliani (Southern Europe) Week 1		Linked to studying rivers and coasts in Geography.			
DT	<b>Construction</b> Improve a design for a Stone Age dwelling			<b>Mechanics -</b> Create a drawbridge to defend against a Viking invasion	<b>Food -</b> Design a seasonal tart.	
Music	Penny whistle Wks 2-5 - Penny Whistle Wks 6-7 - Penny whistle or start Christmas Songs Wk 8 <i>Genre of the Week:</i> Classical Link with Halloween. Model Music Curriculum p82 and p83 Appendix 3 Year 3 Case Study. Mussorgsky: <a href="#">Night on a Bare Mountain</a> (10 pieces BBC)	Wks 1-6 - Christmas songs and carol singing  Wk 7 - Penny whistle	Penny whistle	Wk 1 - Linked with Animals (Science) Saint-Saëns's 1886 suite <i>Carnival of the Animals</i> Hens and Roosters The Elephant  (Romantic Era)  <u>Listening focus:</u> Piano and Strings Musical elements and effect created.	Penny whistle	Wks 1-2 - Penny whistle  <u>Wk 3 - Listening focus:</u> full orchestra Musical elements and effect created. Linked with Extreme Precipitation. (Geography) Benjamin Britten 1945 <i>Storm Interlude</i> (10 Pieces BBC) (Modern Era)  <u>Wk 4 - 6 Composition Focus:</u> Compose a class piece. Can use Penny Whistles for composition.
Whole school music genre	African Jazz and Ragtime Big Band and Swing Soul Blues and 1940's R n B	Classical-Orchestral Music during World Wars 1 and 2  Wind or Brass Band Scottish Folk/ Scottish Dance	Charleston/ Lindy Hop/jive March Flamenco / Greek dance Tango/ salsa/ rumba	Welsh Choral music A cappella and Barbershop Irish Folk or Irish Dance Jewish music	English folk / country dancing music Musical Film Music Opera Rock	Pop Funk Disco Rap/ Hip hop/Chant Indie Contemporary R 'n' B

	Calypso and Reggae Rock and Roll Asian Music	String Quartet (Christmas) Christmas - Pop/Films/ TV Christmas - Choral	Country Ballad and Waltz Music from around the World	Gospel / Spiritual Music		21st Century Pupil and Teacher Choice.
<b>Whole school singing focus</b>	Together Harvest Samba Sing a Song for Harvest Autumn Days	The Body Song I Watch the Sunrise Give me Oil in my Lamp 12 Days of Christmas Away in a Manger Every Christmas	I the Lord of Sea and Sky Down by the Riverside Happy Birthday in French La Bamba	Wake Up Spring Chicken The Seed Song	As One Joseph's Coat A Million Dreams	Leavers' Song Can't Stop the Feeling Happy I'm Still Standing
<b>School events</b>		Enrichment Week		Enrichment Week Pedestrian Training		Enrichment Week
<b>Visits</b>		Synagogue		The Glasshouse		