

Year 3 Curriculum Overview Autumn Term 2026

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MATHEMATICS		On-going application of mental, communication, problem solving and reasoning skills.			On-going application of mental, communication, problem solving and reasoning skills.				Assessment		Continue with Addition and Subtraction	On-going application of mental, communication, problem solving and reasoning skills.					Consolidation and Assessment																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
		<u>Place Value</u> - To represent numbers to 100 - To partition numbers to 100 - To look at a number line to 100 - To look at hundreds in a number - To represent numbers to 1000 - To partition numbers to 1000 - To look at hundreds, tens and ones - To find 1, 10 or 100 more or less - To look at a number line to 1000 - To estimate on a number line to 1000 - To compare numbers to 1000 - To order numbers to 1000 - To count in 50s.			<u>Addition and Subtraction</u> - To apply number bonds within 10 - To add and subtract 1s, 10s and 100s - To spot the pattern - To add 1s across a 10,100 - To subtract 1s across 10, 100 - To make connections - To add two numbers (no exchange) - To subtract numbers (no exchange) - To add two numbers across a 10 - To add two numbers across a 100 - To subtract two numbers across a 10 - To subtract two numbers across a 100 - To add 2 digit and 3 digit numbers.						To complement to 100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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ENGLISH		<u>Moon Man by Tomi Ungerer</u> - To engage children with a story with which they will empathise - To explore themes and issues, and develop and sustain ideas through discussion - To develop creative responses to the text through drama, storytelling and artwork - To write in role in order to explore and develop empathy for characters - To write with confidence for real purposes and audiences. <u>Possible Writing Outcomes</u> - Poetry - Diary entry - News Reports - Explanation writing - Myth writing - Persuasive writing - Letter writing. <u>Oracy</u> - Picture prediction talk - Hot seating - Conscience corridor - Debate - Creating a new broadcast - Freeze frame																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
SCIENCE		<u>Animals including humans</u> - To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - To identify that humans and some other animals have skeletons and muscles for support, protection and movement. Star scientist – Marie Curie.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

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										To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Star scientist – Andre Marie Ampere.	
HISTORY										<u>What is the legacy of the Ancient Greeks?</u> - Who were the Ancient Greeks and when did they live? - Identify Greece and the Greek empire on a map. - Identify Greek beliefs and identifying their gods and goddesses – compare and contrast to Judaism. - To explain what everyday life like in Ancient Greece. - To know how Ancient Greece was governed. - To know the origins of the Olympics. - To know the role the Ancient Greeks played in the Chanukah story.	
GEOGRAPHY	<u>Why do people live near volcanoes?</u> - To name and describe the layers of the Earth. - To explain where and how mountains are formed. - Explain why volcanoes happen and where they occur. - To recognise the positive and negative effects of living near a volcano. - To explain what earthquakes are and why they occur. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.										
ART	<u>Investigating Patterns</u> - Investigate varied patterns in nature and surrounding environment - Introduce and experiment with different grades of pencil and other implements when drawing patterns – look at Escher’s work - Plan, refine and alter their drawings as necessary - Draw for a sustained period of time at their own level - Use different effects, e.g stippling, crosshatching to achieve variations in line, texture, tone, colour, shape and pattern - Look at tessellation, rotation and variety of visual effects - Introduce printing patterns using different materials, e.g. string experimenting with different rotations, etc when creating patterns - Introduce sketchbook to collect and record visual information from different sources - Gather and review information, making comparisons between artists and paintings - Explain how children can improve their work and what they might do differently next time. - Evaluate work in sketchbooks. - Link to BHM – Charles McGhee pattern work sculptures with paper <u>Artists:</u> Escher(tessellating patterns), Orla Kiely (designer, patterns and textiles) Charles McGhee – focus for display										
DT										<u>Packaging – You want me!</u> - Understand how products have been designed, made, what materials have been used and the construction technique - Identify a purpose and establish criteria for a successful product - Start to understand whether products can be recycled or reused - Know to make drawings with labels when designing - When planning, explain their choice of materials and components including function and aesthetics - Explain their choice of tools and equipment in relation to the skills and techniques they will be using - Start to work safely and accurately with a range of simple tools - Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work	

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	- To appreciate difference and diversity (people living in the UK). Children know what different religions and ethnicities live throughout the UK - To think about the lives of people living in other places, and people with different values and customs. They can see and respect other people’s points of view. <u>British Values</u> - Democracy assembly plus follow-up work <u>Mental Health</u> - To recognise positive things about themselves and set goals to help achieve personal outcomes - To learn that they must take care of their mental wellbeing as well as their physical wellbeing - To suggest ideas and strategies to support their own and other’s mental health and wellbeing - To recognise that people’s feelings change over time and they can experience a range of emotions. <u>NSPCC – ‘Speak Out, Stay Safe’</u> - To know about and can form positive, healthy relationships - To offer and receive constructive support and feedback to and from others - To learn that there may be pressure to behave in an unacceptable/unhealthy way and this could come from a variety of sources e.g. friends/the media. They develop strategies to deal with peer pressure. - To understand the concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’. <u>Awareness Days</u> Jeans for Genes Week – 14th – 20th September 2026 Black History Month World Mental Health Day – 10th October	- To know about their responsibilities, rights and duties (home, school and the environment) - To see that the School Council in school mirrors how local/national democracy works. They learn about the role of a School Councillor - To understand about resolving differences – agreeing and disagreeing. <u>Awareness Days</u> Remembrance Day Anti-Bullying Week – 16th – 20th November
MENTAL HEALTH AND WELLBEING	Module 1 Meet your Brain Children will learn: - How to focus their mind to help them train their brain. - About Team H-A-P and their roles in more detail. - How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. - Why our Amygdala behaves the way it does and how evolution has shaped how it works. - How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. - About Neurons and Neural Pathways and the role they play in learning. - How to look after their brains to help them to be at their best.	Module 2 Celebrate Children will learn: - That scientists discovered that we all have 24 Character Strengths but in different amounts. - That we all have 24 strengths, but focusing on the 5 main categories of Character Strengths and thinking about them like a pick and mix bag of sweets. - That half of our character is set by genetics and the other half from our experiences. - That their character can grow based on our experiences, just like their brains do with Neuroplasticity. - Why it is important to spot Character Strengths in others and how they can be used. - That Character Strengths can help them to approach difficult situations. - When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.
FRENCH	Phonics 1 Les Animaux (Animals) - To recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles - To understand that there are more determiners/ articles in French than in English - To use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be).	Phonics 1 Les Animaux (Animals) - To recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles - To understand that there are more determiners/ articles in French than in English - To use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be). Je Peux (I am able) - To recognise, recall and spell 10 action verbs in French - To use these verbs in the infinitive to form positive and negative sentence structures with ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able) - To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but).

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IS	Chagim: Rosh Hashanah • To know the date of Rosh Hashanah • To know that Teshuvah means returning to Hashem, and that Hashem is nearer to us in Ellul and during this time • To know we ask Hashem to write us in the ‘Sefer Chaim Tovim’ (the Book of Good Life) – the link between R. Hashanah & Y. Kippur in terms of the “Ktivah” and “Chatima” • To revisit the Simanim and a wider range of requests. • To know we wish people a ‘Ketivah V’chatimah Tovah’ (“Be written and sealed for good!”) • To know Hashem judges us on Rosh Hashanah for the coming year – the initial writing of the verdict. We also wish each other “Ketivah Tovah” (That we should be written for a good year). Chagim: Yom Kippur • To be able to compare and contrast the structure of regular weekday davening and Shabbat tefilla and YK and know that the day is split into five services • To ask for forgiveness for the wrong we have committed • To know that the story of Yonah is read at Mincha on Yom Kippur • To know Yom Kippur’s Hebrew date • To know Yom Kippur Greeting – “Chatimah Tovah” (“Be sealed for good!”). Hashem considers our actions and seals His judgement in His book for the coming year). Chagim: Succot/Shmini Atzeret/Simchat Torah • Arbah minim –To know the source of each of them in the natural world; the name of tree in English • To knows that we recite a full Hallel throughout Succot, Shemini Atzeret & Simchat Torah • To be familiar with the “Harachaman Hu Yakim” addition in Birkat Hamazon • To know what Hoshanah Rabba & Shemini Atzeret are • To know the purpose of Shemini Atseret – Hashem requests our company for an extra day. • To know the festival structure: the names and status of all 9 days incl. Hoshana Rabbah. Shemini Atseret: a separate two-day festival, the second day of which is also called Simchat Torah • Introduce the names Chol Hamoed and Shemini Atseret and when they occur • Highlights of Shemini Atseret and Simchat Torah: Tefillat Geshem, Hakafot, Kol Hane’arim, Chatan Torah and Chatan Bereshit, Nashay Chayil. Skills • To review all the letters in Hebrew script including final letters • To review the loud and quiet Shva sound • To learn Chumash readiness skills –Parasha, perek and pasuk Parasha: • Bereshit – Working together • Noach – Doing what is right. • Lech Lecha – Keeping peace General Knowledge Songs • Days of the week in Hebrew (linked to English) • Aleph Bet Song • Months of the Year • 5 books of the Torah • Avot and Imaot	Chagim: Chanukah • To know what constitutes a Kosher Chanukiah and correct placement of Menorah, how high, low, by door or window. What about a top floor flat etc • Mitzvah of Pirsumei Nisah and its reason • Review the story in correct sequence: Knows the characters with focus on Matityahu and his family (including the names of the 5 sons) • Appreciates that the miracles of Chanukah happened through ‘Hashgachat Hashem’ – when one puts their trust in Hashem and does their very best, Hashem takes care of the rest • Has a general understanding of the “Al Hanisim” prayer (up to + incl. Bazman Hazeh) – is able to locate it in Birkat Hamazon. Skills: • To continue reviewing the Hebrew script letters • To review the shva rule when there are two in a row in the middle of a word. Parasha: • Vayera – enthusiasm when doing a mitzvah • Chayei Sarah – making peace. • Toldot – speaking politely • Veyetsei- Good things are worth the wait. • Vayeishev –Hashem cares for each of us • Vayigash –Considerate of others General Knowledge Songs • 3 daily tefillot • Names of Shvatim • All Parshiot names in order
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