

Year 3 Curriculum Overview Spring Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
MATHEMATICS	<u>On-going application of mental, communication, problem solving and reasoning skills</u>					Assessment Week	<u>On-going application of mental, communication, problem solving and reasoning skills</u>				
	Multiplication and Division <ul style="list-style-type: none"> To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To compare and order numbers up to 1000 To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To find multiples of 10 To reason about multiplication To multiply a 2-digit number by a 1-digit number – with exchange To divide a 2-digit number by a 1-digit number – no exchange To divide a 2-digit number by a 1-digit number – flexible partitioning To divide a 2-digit number by a 1-digit number with remainders 						Length and Perimeter <ul style="list-style-type: none"> To find equivalent lengths To compare lengths To add lengths 				
ENGLISH	<u>Oliver and the Seawigs by Phillip Reeves and Sarah McIntyre</u> <ul style="list-style-type: none"> To explore, interpret and respond to illustrations in a book To enjoy a story and discuss its meanings To build an imaginative picture of a fantasy world, based on real life experiences To explore these through role play and through writing in role To write own stories based on the story read from another character’s point of view. 					HALF TERM	<u>Stone Age Boy by Satoshi Kitamura</u> <ul style="list-style-type: none"> To understand the themes of a text To draw inferences from the written and visual text to support understanding of a character and setting To develop creative responses to the text through drama, storytelling and artwork To understand how illustration and text contribute to meaning To write in role in order to explore and develop understanding of a setting. 				
	<u>Possible Writing Outcomes</u> <ul style="list-style-type: none"> Drawing and annotating Writing in role Note writing First-person message Character profile Diary entry Instruction writing Leaflets Poetry Argument Message in a bottle Story-mapping. 						<u>Possible Writing Outcomes</u> <ul style="list-style-type: none"> Writing in role /Dialogues Information texts Letter writing Balanced argument. 				

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SCIENCE	<p>Rocks</p> <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter. <p>Star scientist: Mary Anning</p>					<p>Light</p> <ul style="list-style-type: none"> To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change. <p>Star scientist: Arthur James Wilson – invented wing mirrors.</p> <p>How have children’s lives changed?</p> <ul style="list-style-type: none"> To place Victorian Britain on a timeline To find out what life was like for rich/poor children in Victorian Britain. To be able to compare modern and Victorian schooling. To investigate how Victorian children spent their leisure time and compare. To find out about daily life for children in Victorian Britain and compare to today. 				
HISTORY										
GEOGRAPHY	<p>Who lives in Antarctica?</p> <ul style="list-style-type: none"> Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica’s position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothing researchers use in Antarctica. State the outcome of Shackleton’s expedition. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped. 									
ART	<p>Pop Art</p> <ul style="list-style-type: none"> To find out who Andy Warhol was and explore the Pop art movement, Gather and review information, making comparisons between artists and paintings To be able to use Warhol’s blotted line technique to create artwork To explore and recreate Warhol’s ‘Campbell’s Soup’ artwork and how this was used during the Pop Art movement Use different media to achieve variations in line, texture, tone, colour, shape and pattern Introduce sketchbook to collect and record visual information from different sources Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc Use sketchbooks to record ideas Explain how chn can improve their work and what they might do differently next time. <p>Artists: Warhol, Lichtenstein</p>									

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DT							<p><u>Pesach Pop-Up</u></p> <ul style="list-style-type: none"> • Plan, refine and alter their drawings as necessary • With growing confidence generate ideas for an item, considering its purpose and the use • 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 • Measure, mark out, cut, score and assemble components with more accuracy • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work • Start to measure, tape or pin, cut and join fabric or pop up paper with some accuracy • Develop skills building on from previous years choosing techniques for purpose • Explain why they chose particular tools and materials • Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> • Relate ideas/ work to famous designers. <p><u>Artist/Designer</u> Peter Dahmen</p>
COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 3.2 Online Safety - Programs; 2Connect, 2Blog, 2Write</p> <ul style="list-style-type: none"> • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away • To understand how the Internet can be used to help us to communicate effectively • To understand how a blog can be used to help us communicate with a wider audience • To look at a 'spoof' website • To create a 'spoof' webpage • To think about why these sites might exist and how to check that the information is accurate • To learn about the meaning of age restrictions symbols on digital media and devices • To discuss why PEGI restrictions exist • To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<p>COMPUTING STRAND: Information Technology Unit 3.4 Touch-Typing – Program; 2Type</p> <ul style="list-style-type: none"> • To discuss the need for correct posture when typing. To introduce typing terminology • To practise and improve typing skills • To start to type words • To improve the speed and efficiency of typing skills. 	<p>COMPUTING STRAND Information Technology Unit 3.3 Spreadsheets - Programs; 2Calculate,</p> <ul style="list-style-type: none"> • To create pie charts and bar graphs • To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data • To introduce the 'more than', 'less than' and 'equals' tools • To introduce the 'spin' tool and show how it can be used to count through times tables • To introduce the Advanced mode of 2Calculate • To learn about describing cells using their coordinates. 				
PE	<p><u>Handball</u></p> <ul style="list-style-type: none"> • To begin to throw and catch while on the move. • To move towards a goal or away from a defender. • To move towards a goal to create shooting opportunities. • To use defending skills to delay an opponent and gain possession. • To use a change of direction and speed to lose a defender and move into space. • To apply skills and knowledge to compete in a game situation. 					<p><u>Hockey</u></p> <ul style="list-style-type: none"> • To learn some basic hockey skills such as dribbling • To begin to understand the basic rules of hockey • To increase speed and endurance during game play • To play in competitive games developing stamina and endurance • To develop running, sprinting and dynamic balance in games • To work together to learn how to defend and attack during game situations. 	

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MUSIC	<p>Unit: Developing Singing Technique Theme: The Vikings</p> <ul style="list-style-type: none"> To move and sing as a team, following the lyrics on the screen. To recognise minims, crotchets and quavers often by ear and reliably by sight. To perform rhythms accurately from notation and layer them to create a composition. To add appropriate sound effects to their performances using untuned percussion. To join in with the performances confidently, and reasonably in time and tune. To make suggestions for improving their performance. 	MUSIC	<p>Unit: Pentatonic Melodies and Composition Theme: Chinese New Year</p> <ul style="list-style-type: none"> To match their movements to the music, explaining why they chose these movements. To accurately notate and play a pentatonic melody. To play their part in a composition confidently. To work as a group to perform a piece of music.
SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To explain how their actions online have consequences for themselves and others To recognise risks, dangers and hazards online and use basic techniques for resisting pressure To understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying To understand that any personal information they put online can be seen and used by others. To know that people sometimes behave differently online and pretend to be someone they are not. <p><u>Developing a healthy lifestyle</u></p> <ul style="list-style-type: none"> To know how to maintain good oral hygiene (including brushing and flossing) and the importance of regular visits to the dentist. They can name 3 things they can do to look after their teeth. To can make choices about how to develop healthy lifestyles. E.g. the risks of eating too much sugar, the benefits of regular exercise on their physical and mental health. <p><u>Children’s Mental Health Week – 9th – 15th Feb – ‘This is my place.’</u></p> <ul style="list-style-type: none"> To feel confident to raise their own concerns To demonstrate that they recognise their own worth and that of others. To learn how to respond to teasing/bullying and other aggressive behaviours To be able to give constructive feedback to others To explain how their actions have consequences for themselves and others To understand how to resolve differences. 	SRE/ PSHE	<p><u>RSHE</u></p> <ul style="list-style-type: none"> To tell the difference between male and female babies and children To name male and female body parts using agreed scientific words. They understand why males and females have different private parts To identify different types of touch that people like and dislike. They can talk about ways of dealing with unwanted touch To identify the similarities and differences between different types of families. They understand that it’s important to respect the difference between families To identify special people (family, friends, and carers) and what makes them special. They know how their family should care for one another and who they can go to for help and support. <p><u>Preparing to be citizens in society</u></p> <ul style="list-style-type: none"> To show how they can care for the local environment (e.g. the school grounds) To know about their responsibilities in school, family and the wider world. <p><u>Neurodiversity Week – March 17th – 23rd 2026</u></p> <ul style="list-style-type: none"> 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 To be able to support those who communicate or show their emotions differently to themselves. <p>British Values – Mutual Respect and Tolerance</p>
MENTAL HEALTH & WELLBEING	<p>Module 2</p> <p>Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 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. 	MENTAL HEALTH & WELLBEING	<p>Module 3</p> <p>Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is – like Neuroplasticity. How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use Character Strengths as a way to appreciate others too.

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FRENCH	<p>Les Saisons (The Seasons)</p> <ul style="list-style-type: none"> • To recognise, recall and remember the 4 seasons in French • To recognise, recall and remember a short phrase for each season in French • To say which season is their favourite in French and attempt to say why using the conjunctions ‘et’ and ‘car’. 	JEWISH STUDIES	<p>L’ancienne histoire de la Grande Bretagne (Ancient Britain)</p> <ul style="list-style-type: none"> • To learn the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite) • To name in French, the six key periods of ancient Britain, introduced in chronological order • To be able to say in French three of the types of people who lived in ancient Britain • To tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain • To name the three types of dwellings people lived in during the stone, bronze and iron ages.in French. • To start to recognise and use the conjunctions ‘et’ (and) & ‘car’ (because) in our spoken and written responses. <p>Skills</p> <ul style="list-style-type: none"> • Hebrew reading fluency focus using texts from Megillat Esther and the Pesach haggadah. <p>Chagim: Purim</p> <ul style="list-style-type: none"> • To know that Purim is on the fourteenth of Adar • To know that Mordechai (with Divine inspiration) recorded the events of Purim and this is Megillat Esther • To know that the day before Purim – the thirteenth of Adar is called Ta’anit Esther and understand that Ta’anit Esther is a fast day and why • To demonstrate an understanding of the story of Purim through retelling, recording, role-play and creative art • To be able to differentiate between the mitzvot of Purim and the customs • To know that the tefillah ‘Al hanissim’ and ‘bimei Mordechai’ is recited on Purim in the Amidah and in Birkat Hamazon and able to read/sing them. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> • To know that Pesach lasts for eight days and that the middle days are called Chol Hamoed • To know that Pesach begins on the 15th Nissan • To know the characters and sequence of events in the Pesach story from Yaakov coming down to Mitzrayim to Kriat Yam Suf • To demonstrates an understanding of the story through retelling, recording, role play and creative art • To know what makes Matzah Kasher for Pesach • To know and understands the terms bedikat chametz and biur chametz • To know what chametz is and that one must not possess any chametz during Pesach and that this is achieved through the process of bedikat chametz and biur chametz • To know that one may not eat chametz on erev Pesach after a specific time • To know that the burning of chametz must take place by a specific time • To know that the Omer is said for seven weeks/forty-nine days from the second night of Pesach • To know the four names of Pesach and their meanings • To know specific topics and songs from the Haggadah and know some of their sources- : the four sons, verses of Dayenu, parts of Hallel.
	<p>Parasha</p> <ul style="list-style-type: none"> • To know the name of the weekly Parasha • To be able to write the name of the weekly Parasha and understand its meaning • Parashat Shemot – Looking for the good in everything • Parashat Va’era – Showing gratitude • Parashat Bo – To know the importance of being kind and considerate • Parashat Beshalach – To understand why it is important to keep a promise • Parashat Yitro – To know about the Mitzvah of Shabbat. • Parashat Mishpatim – Sensitivity to strangers <p>Skills</p> <ul style="list-style-type: none"> • To be able to read words with twin letters and a shva under the first letter • To be able to read words with a double ‘Sheva’, second one is sounded • To read 3-4 syllable words focusing on the havarot in each word • To review the sound of a chataf kamatz • To learn when a yud is silent in a word. <p>Topic</p> <ul style="list-style-type: none"> • To know the names of the three prayers each day and musaf when it is added • To know basic do’s and don’ts when visiting a shul • To know how to behave and dress properly in shul • To understand the uses of a shul • To know why we say Havdalah and the tune to say the first part • To know that the Jewish calendar focuses primarily on the moon’s orbit of earth (lunar) • To know what the moon looks like halfway in the month (the moon is full) and on Rosh Chodesh (it is tiny) • To know the significance of Rosh Chodesh – “Head of a month” – linking to the birth of a new moon. • To know what Shabbat Mevarachim is. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none"> • To know that in the order of brachot, Ha’etz comes before Ha’adamah • To differentiate between fruit and vegetables on a higher level – ha’etz and ha’adamah including exotic fruit – look at their special properties and the “gadlut haberiah” (can make a cross curricular link to Science) • To know that the name of Tu B’Shvat links with its date – the Gematriah link <p>To know that we say the Brachah shehecheyanu on a new fruit.</p>		