

Year 3 Curriculum Overview Summer Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13				
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Fractions</p> <ul style="list-style-type: none"> To add fractions To subtract fractions To partition the whole To know unit fractions of a set of objects To know non-unit fractions of a set of objects To complete reasoning with fractions of an amount <p>Money</p> <ul style="list-style-type: none"> To know pounds and pence To convert pounds and pence To add and subtract money To find change <p>Time</p> <ul style="list-style-type: none"> To know Roman numerals to 12 To tell the time to 5 minutes To tell the time to the minute To read time on a digital clock To use am and pm To know years, months and days To know the relationship of days and hours in the day To use hours and minutes – use start and end times To use hours and minutes for durations To look at minutes and seconds To know different units of time To solve problems with time 						HALF TERM						<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Shape</p> <ul style="list-style-type: none"> To understand turns and angles To know right angles To compare angles To measure and draw accurately To know horizontal and vertical lines To understand parallel and perpendicular To recognise and describe 2D shapes To draw polygons To recognise and describe 3D shapes To make 3D shapes <p>Statistics</p> <ul style="list-style-type: none"> To interpret pictograms To draw pictograms To interpret bar charts To draw bar charts To collect and represent data To look at two-way tables. 					Assessment
													MATHEMATICS					
ENGLISH	<p><u>The Green Ship by Quentin Blake</u></p> <ul style="list-style-type: none"> To explore how changes to settings effect characters’ feelings To infer details about a character from illustrations, character descriptions and dialogue To investigate how illustrations influence a reader’s experience of a text To use a thesaurus to expand use of ambitious vocabulary To develop creative responses to a text through drama, play, storytelling and photography To innovate from a familiar text to plan and write own narratives To self and peer assess writing against success criteria and respond to suggested improvements. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Extend vocabulary and language Annotations on artwork Story maps Character description 						HALF TERM											
	ENGLISH												HALF TERM					

Year 3 Curriculum Overview Summer Term 2026

	<ul style="list-style-type: none"> • Setting description • Writing in role - diary extract • List poem – The Storm • Persuasion piece • Narrative – innovated version of the story. 		
<p style="text-align: center;">SCIENCE</p>	<p>Plants</p> <ul style="list-style-type: none"> • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To explore the requirements of plants for life and growth (air, light, water, nutrients, from soil, and room to grow) and how they vary from plant to plant • To know the way in which water is transported within plants <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>		<p>Plants</p> <ul style="list-style-type: none"> • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To explore the requirements of plants for life and growth (air, light, water, nutrients, from soil, and room to grow) and how they vary from plant to plant • To know the way in which water is transported within plants <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>End of year review</p> <ul style="list-style-type: none"> • Revision of previous topics • Consolidation of working scientifically skills
<p style="text-align: center;">HISTORY</p>			<p>Which was more impressive – The Stone Age, Bronze Age, Iron Age?</p> <ul style="list-style-type: none"> • To define the ‘Stone Age’ and its different periods • To use sources to identify distinctive features of two time periods and compare change between the Neolithic period and earlier periods • To understand the importance of the improvements made by using bronze • To use sources in order to find out more about Bronze Age life • To reach a conclusion about the scale of the achievements made in the Iron Age • To make a comparison between home life in the Bronze Age and the Iron Age • To understand the dangers faced in Bronze and Iron Age Britain • To reach an overall judgement comparing the Bronze Age to the Iron Age.
<p style="text-align: center;">GEOGRAPHY</p>	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> • To understand what a settlement is. • To know how is land used in my local area and know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To explain the location features of my local area. • To understand has my local area changed over time. • To explain the difference between urban and rural • To understand how is land used in New Delhi? • To compare New Delhi to Edgware. 		

Year 3 Curriculum Overview Summer Term 2026

ART	<p>Plant Art:</p> <ul style="list-style-type: none"> To use sketch books to record observation To use sketchbooks to review and revisit ideas Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. To work on still life drawing to improve their mastery of shading and drawing techniques using a variety of soft and hard pencils To investigate drawing with a range of materials, such as pastels, pencils, pen, etc To improve their mastery of painting with a range of materials revisiting the colour wheel Mix a variety of colours and know which primary colours make secondary colours, if necessary To draw or paint with on a range of backgrounds to see how and which effects they like. Ideas to be investigated in sketchbooks Links to Science to investigate watercolour and botanical drawings <p>Artists: Georgia O’Keeffe</p>	
DT		<p>Baking Bread</p> <ul style="list-style-type: none"> Understand how products have been designed, made, what a ingredients would be needed to fit purpose and design criteria ‘why are you making this bread’ Start to order the main stages of making a product Learn about chefs and manufacturers who have developed ground-breaking products, current and historical Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work Use simple tools safely Use a range of techniques in addition to KS1 including, kneeding, mixing, etc Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Begin to disassemble and evaluate familiar products and consider the views of others to improve them. <i>What would you do differently next time?</i> How has bread changed and been baked over the centuries. <p>Bakers: Mrs Beeton, Paul Hollywood, Project SEED ‘Challah Bake’</p>
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 3.6 Branching Databases – Programs; 2Question</p> <ul style="list-style-type: none"> To sort objects using just YES/NO questions To complete a branching database using 2Question To create a branching database of the children’s choice. 	<p>COMPUTING STRAND: Computer Science, Information Technology & Digital Literacy Unit 3.5 Email (including email safety) – Programs; Email</p> <ul style="list-style-type: none"> To think about the different methods of communication To open and respond to an email. To write an email to someone, using an address book To learn how to use email safely To add an attachment to an email To explore a simulated email scenario.
PE	<p>Athletics</p> <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. 	<p>Invasion Skills (netball)</p> <ul style="list-style-type: none"> To develop passing and moving and play within the footwork rule. To use a variety of passes to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball.

Year 3 Curriculum Overview Summer Term 2026

	<ul style="list-style-type: none"> To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 		<ul style="list-style-type: none"> To develop the shooting action. To apply skills and knowledge to play games using netball rules.
MUSIC	<p><u>Unit: Jazz</u></p> <ul style="list-style-type: none"> To explain what ragtime music is. To play on the 'off beat' and sing a syncopated rhythm. To play a call and then improvise a response. To improvise or compose a scat singing performance with sounds and words. To compose and play a jazz motif fluently, using swung quavers. To play a swung rhythm using a tuned percussion instrument. 		<p><u>Unit: Traditional instruments and improvisation</u></p> <ul style="list-style-type: none"> To verbalise feelings about music and identify likes and dislikes. To read musical notation and play the correct notes of the rag. To improvise along to a drone and tal. To play a rag and a tal accurately alongside a drone. To sing accurately from musical notation and lyrics. To sing and play in time with others with some degree of accuracy and awareness of each other's parts.
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>Developing a healthy lifestyle</u></p> <ul style="list-style-type: none"> Children know why we should keep safe in the sun and protect skin from sun damage. <p><u>Preparing to be citizens in society</u></p> <ul style="list-style-type: none"> 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. (Link back to British Values democracy) To understand about resolving differences – agreeing and disagreeing. To appreciate difference and diversity (people living in the UK). Children know what different religions and ethnicities live throughout the UK. To can 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. <p>British Values – The Rule of Law</p>		<p><u>My Money Week - (Financial Education)</u></p> <ul style="list-style-type: none"> To know that they can pay for things in a range of ways. They can describe other ways of making payments and understand the reasons for them To know that the choices they make about spending and saving money can be influenced by and have an impact on other people To know that some things are better 'value for money' than others. They understand that it may not be possible to have everything you want, straight away, if at all. To find different ways to track what they spend and save and there are different ways of recording this E.g. keeping a spending diary or keeping receipts. To learn about the different jobs/professions they could do in later life. They think about the skills and attributes they could bring to a job. <p><u>Transition</u></p> <ul style="list-style-type: none"> To be given strategies to manage the transition between Year 3 and Year 4. <p>British Values – individual liberty</p>

Year 3 Curriculum Overview Summer Term 2026

MENTAL HEALTH & WELLBEING	<p>Module Relate</p> <p>Children will learn -</p> <ul style="list-style-type: none"> • That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. • That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. • That everyone sees things differently and that this is a positive thing. • Children will learn they can ask 'What do you think about that?' to help them better understand and relate to others. • That the more they practise seeing other perspectives, the more the brain will remember how to do it. • Children will learn Neuroplasticity works with relating to others too. • That we normally choose our friends because of their character. • That we all see things from different perspectives; friends can help us solve problems by approaching them differently. • How Active Listening can help their friendships and what happens if they don't actively listen with their friendships. • That when we listen to friends, they will know that we care for them. 	Module – Engage	<p>Children will learn –</p> <ul style="list-style-type: none"> • That 'to engage' means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give upon something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals.
FRENCH	<p>Je me présente (Presenting Myself)</p> <ul style="list-style-type: none"> • To count to 20 • To say their name and age • To say hello and goodbye, then ask how somebody is feeling and answer how they are feeling • To tell you where they live • To tell you their nationality and understand basic gender agreement rules. 	La Famille (The Family)	<ul style="list-style-type: none"> • To tell somebody the members, names and various ages of either their own or a fictional family in French • To continue to count in French, with the option of reaching 100, enabling students to say the age of various family members • To understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French • To move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
JEWISH STUDIES	<p>Chagim: Yom Ha'atzmaut</p> <ul style="list-style-type: none"> • To know the Hebrew date of Yom Haatzmaut • To know that we say a special prayer for peace in Israel + to protect those who protect Israel each Shabbat morning in shul – "Mi Sheberach" • To know the main tourist attractions in Israel and understand why many people holiday there. <p>Chagim: Shavuot</p> <ul style="list-style-type: none"> • Knows that the story of Matan Torah is written in Sefer Shemot-Parashat Yitro • Appreciated that Shavuot is a Chag without unique Mitzvot but filled with customs • Begin to know the Asseret Hadibrot in English and in order. <p>Parashah</p> <ul style="list-style-type: none"> • To begin to know the name of the weekly Parashah in English and Hebrew • To know the key personalities within each Parashah • To know the episodes of the weekly Torah portions • To understand how we can apply the character traits of different Torah personalities, to our own lives 	Topic: Jewish Heroes	<ul style="list-style-type: none"> • To know why telling the truth is important from the story of Yehoshua. • To know the Jewish understanding of modesty from Sarah Imeinu. • To understand the importance of standing up for one's beliefs from Miriam. • To know what the Jewish understanding of justice and bravery is from Yehuda. <p>Chagim: Three Weeks</p> <ul style="list-style-type: none"> • Knows that the 17th Tammuz is a fast day because the wall surrounding the Bet HaMikdash was broken into by the Romans • Understands that there are periods and customs of mourning in the Three Weeks: 1) from the 17th Tammuz until Rosh Chodesh Av, 2) the Nine Days (by Sephardim this is the week in which 9 Av falls), 3) Tisha B'Av itself • Knows the specific customs pertinent to period: 1) see previous year groups, 2) no meat or wine except on Shabbat (link to non-meaty meals in school during the 9 days), and no swimming for pleasure 3) see previous years and in addition we don't sit on comfortable chairs during Tefillah • The fast starts at night and lasts for 25 hours (like Yom Kippur). <p>Parashah</p> <ul style="list-style-type: none"> • To know the name of the weekly Parashah in English and Hebrew • To know the key personalities within each Parashah • To know the episodes of the weekly Torah portions

Year 3 Curriculum Overview Summer Term 2026

- To be able to recite the Parshiot in the books of the Torah
- To be able to find the weekly Parasha in a chumash
- Tazria Metsora – making shalom
- Acharei Mot Kedoshim respecting the elderly
- Emor – To be able to list the various Chaggim mentioned in the Parashah
- Behar Bechukotai– caring for the environment

Skills

- Prayer for the State of Israel with focus on Shin/Sin with two dots
- Shva rules review
- To focus on reading for fluency using Megillat Rut as a text.
- To increasingly use script Hebrew writing when writing words or sentences in Hebrew.

- To understand how we can apply the character traits of different Torah personalities, to our own lives
- To be able to recite the Parashot in the books of the Torah
- To be able to find the weekly Parasha in a chumash
- Behaalotecha – To know the importance of praying for the welfare of others
- Shlach – To know the importance of Achdut (Togetherness)
- Korach – To understand why it is important to listen to advise
- Chukat – looking for ways to make peace
- Balak – To know the meaning of Ma Tovu and its history.
- Pinchas Being fair
- Matot and Masei making promises

Skills

- Parts from Chukat with review of Shin/Sin – One dot, two jobs
- Patach Genuvah
- Mapik Hay
- To know my Jewish name and how to spell it.