Year 3 Curriculum Overview Summer Term 2025

	Week 1	Week 2	Week 3	Week 4

MATHEMATICS

On-going application of mental, communication, problem solving and reasoning skills.

Fractions

- 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

Money
- To know pounds and pence
- To convert pounds and pence
- To add and subtract money
- To find change

HALF TERM

Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11

On-going application of mental, communication, problem solving and reasoning skills.

Assessment Week

Time

- 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

Shape
- 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

Statistics

- 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.

ENGLISH

The Green Ship by Quentin Blake

- 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.

Possible writing outcomes
- Extend vocabulary and language
- Annotations on artwork
- Story maps
- Character description
- Setting description
- Writing in role - diary extract
- List poem – The Storm
- Persuasion piece

Narrative – innovated version of the story.

The Tin Forest by Helen Ward and Wayne Anderson

- To engage children with a story with which they will empathise.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.
- To develop creative responses to the text through drama, storytelling and artwork.
- To compose poetry.
- To write in role in order to explore and develop empathy for characters.

Possible writing outcomes
- Writing in role
- Diary entry
- Poetry
- Descriptive Writing
- Letter Writing
- Book Reviews
- Creative Writing.

SCIENCE

Plants
- 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
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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PLANTS (continued)

- Revision of previous topics
- Consolidation of working scientifically skills

HISTORY

Which was more impressive – The Bronze Age or the Iron Age?
- 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.

GEOGRAPHY

Are all settlements the same?

- 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.

ART

Plant Art:

- 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

Artists: Georgia O'Keeffe

DT

Baking Bread
- 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 *e.g. how well it meets its intended purpose*
- Begin to disassemble and evaluate familiar products and consider the views of others to improve them. *What would you do differently next time?*
- How has bread changed and been baked over the centuries.

Bakers:
Mrs Beeton, Paul Hollywood, Project SEED 'Challah Bake'

COMPUTING

COMPUTING STRAND: Information Technology
Unit 3.7 Simulations - Programs; 2Simulate
- What are simulations and understand the purpose of simulations
- To explore a simulation, making choices and discussing their effects
- To analyse and evaluate a simulation

COMPUTING STRAND: Information Technology
Unit 3.8 Graphing - Programs; 2Graph
- To introduce 2Graph
- To use 2Graph in an investigation

COMPUTING STRAND: Information Technology
Unit 3.6 Branching Databases   – Programs; 2Question

- 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.

PE

Athletics
- 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.
- To develop throwing for distance and accuracy.
- To develop throwing for distance in a pull throw.
- To develop officiating and performing skills.

Invasion Skills (netball)
- 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.
- To develop the shooting action.
- To apply skills and knowledge to play games using netball rules.

MUSIC

Unit: Jazz

Ongoing Focus: Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.

Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.

MUSIC STRANDS:
- Performing
- Listening
Composing

Unit: Traditional instruments and improvisation: India

Ongoing Focus: Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.

Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music. Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.

MUSIC STRANDS:
- Performing
- Listening
- Composing

SRE/ PSHE

Developing a healthy lifestyle
- Children know why we should keep safe in the sun and protect skin from sun damage.

Preparing to be citizens in society

- 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.

British Values – The Rule of Law

My Money Week - (Financial Education)

- 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.

Transition
- To be given strategies to manage the transition between Year 3 and Year 4.

British Values – individual liberty

MENTAL HEALTH & WELLBEING

Module – Engage

Children will learn –

- 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.

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Year 3 Curriculum Overview Summer Term 2025

FRENCH

Je me présente (Presenting Myself)
- 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.

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La Famille (The Family)
- 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).

JS

Chagim: Yom Ha'atzmaut
- 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.

Chagim: Shavuot
- 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
- Knows each of the Asseret Hadibrot in English and in order.

Parashah
- 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
- To be able to recite the Parshiot in the books of the Torah
- To be able to find the weekly Parasha in a chumash
- Kedoshim – To understand the command to respect the elderly
- Emor – To be able to list the various Chaggim mentioned in the Parashah
- Behar – caring for the environment
- Bechukotai – good and bad behavious has consequences
- Bamidbar – every individual counts in the eyes of Hashem.

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.

Topic: Jewish Heroes
- 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 ones beliefs from Miriam.
- To know what the Jewish understanding of justice and bravery is from Yehuda.

Chagim: Three Weeks
- 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).

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- 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 Mah Tovu and its history.

Skills
- Birchot Hatorah with review of Chataf vowels
- Parts from Chukat with review of Shin/Sin – One dot, two jobs
- Story of Kamtzah and Bar Kamtzah with review of all reading rules.