



# Year 3 Curriculum Overview 2025-26

## Summer 1<sup>st</sup> Half Term

	13.4.26	20.4.26	27.4.26	04.5.26	11.5.26	18.5.26
<b>Key Events</b>				Bank Holiday	BEE adventures	
<b>Focus weeks</b>	<b>English</b>	<b>Science</b>	<b>Maths</b>	<b>PSHE</b>	<b>Geography</b>	<b>History</b>
<b>English</b>	<b>The Tin Forest</b>					
<b>Maths</b>	<b>Fractions</b>		<b>Money</b>	<b>Place Value</b>	<b>Addition and subtraction</b>	
<b>RE</b>	3.5 What are rules and why do we have them?	3.5 Who makes the rules?	3.5 Which rules should we follow?	3.5 Is there a difference between rules and law?	3.5 What would happen if there were no rules or law?	3.5 Are the ten commandments still relevant? Why? Why not?
<b>PSHE</b>	Physical and Mental Health Physical health and mental wellbeing Growing and Changing Keeping safe					
<b>Science</b>	<b>Plants</b> How do plants grow?	<b>Plants</b> How is water transported within plants?	<b>Plants</b> Why are leaves important?	<b>Plants</b> What part do flowers play in the plant's lifecycle?	<b>Plants</b> What is Pollination and fertilisation?	<b>Plants</b> Assessment of understanding and consolidation.
<b>Geography</b>		<b>South America</b> Where is South America and what is it like?		<b>South America</b> What time is it in different parts of South America?		<b>South America</b> How does Brazil compare with my own country?
<b>History</b>	<b>Roman Britain</b> Why did they invade Britain?		<b>Roman Britain</b> Why did Boudica stand up to the		<b>Roman Britain</b> How were the Romans able to keep control over	



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			Romans and what image do we have of her today?		such a vast empire?	
<b>Art &amp; Design</b>	<b>Animated Art</b>	<b>Animated Art</b>	<b>Animated Art</b>	<b>Animated Art</b>	<b>Animated Art</b>	
<b>D&amp;T</b>						
<b>Music</b>	<ul style="list-style-type: none"> <li>• Recognise and copy rhythms</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• Sing solo or in a pair in call-and-response style</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for songs.</li> </ul>					
<b>Computing</b>	<p style="text-align: center;"><b><u>Creating media - desktop publishing</u></b></p> <ul style="list-style-type: none"> <li>• To explore the difference between text and images and their effect               <ul style="list-style-type: none"> <li>• To change font styles, size and colours to fit for purpose</li> <li>• To explore page orientation and fit for purpose layouts</li> </ul> </li> <li>• To design and create desktop publishing to meet a given criteria               <ul style="list-style-type: none"> <li>• To be able to edit and improve their work</li> </ul> </li> </ul>					
<b>MFL</b>	<p style="text-align: center;"><b><u>All about school</u></b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• School equipment</li> <li>• Rooms around school</li> <li>• School uniform</li> </ul>					
<b>PE</b>	<b>Outdoor and adventurous activities - Trust and Trails</b>					



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	<p>To demonstrate with a partner how to solve trust challenges.</p> <p><b>Trust - To believe your partner will keep you safe.</b></p>	<p>Can work with others to complete a journey within the school grounds.</p> <p><b>Communication - Can share responsibilities for the task with others in my group.</b></p>	<p>To know how to use a control card.</p> <p>To navigate safely to each control site.</p> <p><b>Self-discipline - To listen to and respect the agreed rules.</b></p>	<p>To know how to use a control card.</p> <p>To navigate safely to each control site.</p> <p><b>Self-discipline - To listen to and respect the agreed rules.</b></p>	<p>To show how to keep a map "set"/"orientated".</p> <p>To know some of the symbols on an orienteering map.</p> <p><b>Self-discipline - To respect the rules and manage my emotions.</b></p>	<p>To show how to keep a map "set"/"orientated".</p> <p>To know some of the symbols on an orienteering map.</p> <p><b>Self-discipline - To respect the rules and manage my emotions.</b></p>
<b>Athletics</b>						
	<p>To throw using a pull action.</p> <p>To explore different running techniques.</p> <p><b>Resilience - To willingly have a go at activities. To improve my performance and not worry about other people.</b></p>	<p>To perform the sling throw action.</p> <p>To develop jumping actions.</p> <p><b>Resilience - To persevere and try to improve my throwing and jumping skills through sustained effort.</b></p>	<p>To throw using a push action.</p> <p><b>Resilience - To persevere and try to improve my throwing skills through sustained effort.</b></p>	<p>To throw for distance using a pull, push and sling throw.</p> <p>To pass a quoit/baton to a teammate in a relay.</p> <p>To perform a hop, step and jump.</p> <p><b>Resilience - To learn from my mistakes and ask for feedback so that I can improve.</b></p>	<p>To perform pull, push and sling throw.</p> <p>To perform a combination of 5 jumps.</p> <p><b>Evaluation - To recognise strengths and areas for improvement in your own performance.</b></p>	<p>To perform pull, push and sling throw.</p> <p>To perform a combination of 5 jumps.</p> <p><b>Evaluation - To recognise strengths and areas for improvement in your own performance.</b></p>



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