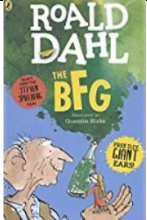
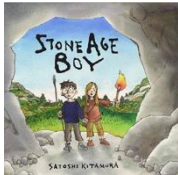
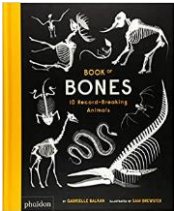
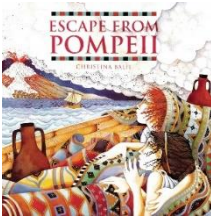
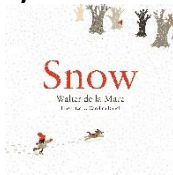
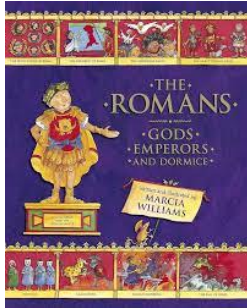
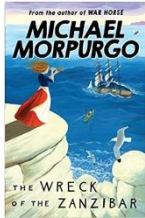


2025-2026 Curriculum overview – Year 3

Italy Class Year 3	Autumn 1 UK	Autumn 2 Stone Age	Spring 1 Volcanoes	Spring 2 Romans – history Plants – science	Summer 1 Land settlements	Summer 2 Roman Britain
English	 The BFG by Roald Dahl Writing outcomes: Instructions – make a potion Character description Poetry Diary entry Complementary texts: <i>2016 film, The Twits, Esio Trot, Revolting Rhymes</i>	 Stone Age Boy by Satoshi Kitamura Writing outcomes: Narrative Setting description Persuasive letter Complementary texts: <i>The Boy with the Bronze Axe, Stig of the Dump</i> The Book of Bones by Gabrielle Balkan / Sam Brewster  Writing outcomes: poem Information leaflet Animal fact file	 Escape from Pompeii by Christina Balit Writing outcomes: Recount Setting description Persuasive letter Non chronological report (volcano) Complementary texts: Snow by Walter De La Mare  Writing outcomes: Poetry Complementary texts: <i>The Lost Words, Poetry Pie, It starts with a Seed</i>	 The promise by Nicola Davies (Author), Laura Carlin (Illustrator) Writing Outcomes: Setting description – ugly and planted city Recount – the story TED talk/speech – look after plants. Poem – the hard mean city Complementary video: BBC Teach – a story of ancient Rome Complimentary text:  The Romans: Gods, Emperors and dormice by Marcia Williams	 The Wreck of the Zanzibar by Michael Morpurgo Writing outcomes: Instructions Letter narrative Complementary texts: <i>Why the Whales Came, Butterfly Lion</i>	 I Was There...Boudica's Army by Hilary McKay Writing outcomes: Conversation Non-chronological report Narrative Character description Poetry Complementary texts: <i>I Was There Titanic, I Was There 1066</i>

Maths	• Recognise the place value of each digit in the 3-digit number. • Identify, represent and estimate numbers. • Add and subtract numbers mentally. • Estimate the answer to a calculation and use inverse operations to check. • Add and subtract amounts of money to give change. • Record addition and subtraction money calculations using pictorial representations. • Measure, compare, add and subtract length (m / cm). • Measure the perimeter of simple 2-D shapes. • Represent multiplication and division facts as arrays using a grid and a number-line. • Count in multiples of 3 and 4 from zero. • Solve problems involving multiplication and division.	• Recognise, find and write fractions of a discrete set of objects. • Compare and order fractions. • Count up and down in tenths. • Draw 2-D shapes and make 3-D shapes using modelling materials. • Identify right angles • Identify horizontal and vertical lines. • Sort and classify using properties. • Introduce first quadrant co-ordinates and plot simple 2-D shapes using (x,y) points. • Measure and compare lengths (mm/cm/m) • Measure and compare mass (g/kg) • Tell and write the time from an analogue clock. • Use vocabulary such as am/pm, morning, afternoon, noon and midnight. • Solve number and practical problems involving these ideas.	• Recognise and use unit fractions as numbers (on a number-line). • Recognise and show equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole. • Recognise angles as a property of shape. • Recognise that two right-angles make a half-turn. • Recognise that three right-angles make three-quarters of a turn and four, a complete turn. • Add and subtract numbers mentally including a 3-digit number and ones, 3-digit number and tens, 3-digit number and hundreds. • Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and in words. • Tell and write the time from an analogue clock using 12 hour and 24 hour clocks. • Estimate and read time with increasing accuracy to the nearest minute.	• Represent multiplication and division facts as arrays using a grid and a number-line. • Count in multiples of 3, 4 and 8 from zero. • Solve problems involving multiplication and division. • Recognise , find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order numbers up to 1000. • Identify, represent and estimate numbers using different representations particularly including number lines. • Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts. • Measure, compare, add and subtract volume/capacity (l / ml).	• Recognise the place value of each digit in a 3-digit number. • Use place value understanding to divide single digit and 2-digit numbers by 10. • Count from zero in multiples of 3,4,8,5 and 100. • Understand the links within and between tables facts ('one, ten, five, derive') • Solve problems including missing number problems involving multiplication and division. • Sort and classify 2-D and 3-D shapes using numbers of faces, edges and vertices. • Use the vocabulary of parallel, perpendicular, horizontal and vertical lines to describe and classify 2-D shapes • Recognise 3-D shapes in different orientations and describe them	• Use multiplication and division facts for the 3,4,8 multiplication tables • Write and calculate mathematical statements for multiplication and division. • Solve problems involving multiplication and division. • Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Solve problems involving money and budgeting in simple contexts. • Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks.
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					Add and subtract numbers with up to three digits using a range of written strategies as appropriate.	
Science	Working Scientifically - Ask relevant questions and use different types of scientific enquiries to answer them. - Set up simple practical enquiries, comparative and fair tests. - Make systematic and careful observations and take measurements using standard units, using a range of equipment. - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identifying differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support their findings.					
	Light - Recognise that they need light in order to see things. - Recognise that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	Animals including humans - Explain the importance of a nutritionally balanced diet. - Describe how nutrients, water and oxygen are transported within animals and humans. - Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat. - Describe and explain the skeletal system of a human. - Describe and explain the muscular system of a human.	Rocks - Compare and group together different rocks on the basis of their appearance and simple physical properties. - Describe and explain how different rocks can be useful to us. - Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Plants - Identify and describe the functions of different parts of flowering plants. - Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow). - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Forces and Magnets - Compare how things move on different surfaces. - Observe that magnetic forces can be transmitted without direct contact. - Observe how some magnets attract or repel each other. - Classify which materials are attracted to magnets and which are not. - Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	

History	<u>Skills</u> - Develop a chronologically secure knowledge and understanding of history establishing clear narratives within and across the periods. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Address and devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses. - Understand how our knowledge of the past is constructed from a range of sources.		
	<u>Stone Age to Iron Age</u> - When was the Stone Age to the Iron Age? - What were Stone Age homes like? - How did Stone Age people eat? - What changes were made to homes in the Bronze Age and Iron Age? - How do we know about this period of history? (Link to Stonehenge/Skara Brae) - How did people survive from the Stone Age to the Iron Age?	<u>Romans</u> - How was Rome founded? - How did Rome expand into an Empire? - What was it like to live in Roman times? – explore society - What was it like to live in Roman times? – how society developed - What did the Romans do for entertainment? - What did the Romans believe in? – explore Roman religion	<u>Roman Britain (roman island)</u> - Which countries were taken over by the Romans and where did it all start? - What happened during Julius Caesar's attempted invasion? - What was it like to be in the Roman army? - How did the Romans change our roads? - What were Roman houses like? - What is Hadrian's Wall? - What was the Roman Empire's most significant impact on Britain?
Geography	<u>Skills</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	<u>London</u> - Where in the world is London and what is it like? - What are the main human and physical features found in London? - Is London rural or urban? - How has land use changed and developed over time? - Why do people choose to live in London? - What is London like compared to other global cities?	<u>Volcanoes</u> - What is a volcano? - What happens when a volcano erupts? - What are the features of different volcano types and how are they formed? - Why do people live near volcanoes? - Fieldwork Where in our school is the riskiest? - Case study- What caused the Nyiragongo volcano to erupt and what damage has been caused? - Case study- What happened during the eruption of Pompeii and what damage has been caused?	<u>Type of land use and settlement</u> Where on earth is Brading? What type of settlement is Brading? How is the land used in Brading? How does Brading make it's money? What are the important human and physical features in Brading? Comparing Brading to Wootton
Art	<u>Sketching, charcoal and multi media</u> - Use different grades of pencil shade, to show different tones and texture. - Use charcoal to create shadow effects. - Use IT devices to create multimedia art work. - Look at Nico Gooden and compare to other photographers.	<u>Sketching and painting</u> <u>Pop Art -Roy Lichtenstein</u> - Artist study – likes and dislikes - exploring art in the style of Roy Lichtenstein - Creating digital art in the style of Roy Lichtenstein - Create final pop art piece (volcano) - Can they suggest improvements to their work by keeping notes in their sketch books.	<u>Sculpture- clay</u> <u>Pottery Gaudi</u> - Use sketch books to express feelings about a subject and to describe likes and dislikes. - Add onto their work to create texture and shape. - Use a range of techniques to shape and mould.

	- Create sculpture to create art work in the style of Rashad Alabarov. - Express feelings about subjects and artwork		Use a range of brushes to create different effects.		- Use finishing techniques to create texture and shape.	
Design and technology	<u>Mechanical components – shell structure</u> <u>Stone Age house</u> - Explore shell structures - Put together a step-by-step plan which shows the order and also what equipment and tools they need. - Show that their design meets a range of requirements. - Create a papier mache shell structure - Explain what they changed which made their design even better. - Use equipment and tools accurately. - Make a moving part (door) Join materials.		<u>Cooking and nutrition</u> <u>Bread</u> - Put together a step-by-step plan which shows the order and also what equipment and tools they need. - Show that their design meets a range of requirements. - Choose the right ingredients for a product. - Describe how their combined ingredients come together. - Use equipment and tools accurately. - Cook products - Evaluate and make suggested improvements - Bake bread again and implement suggested changes.		<u>Textiles</u> <u>Roman shield</u> - Explore patterns on roman shields and draw 2d representations - Explore basic stitching techniques using a range of fabrics - Stitch a pattern/crest to be used on a roman shield - Create a roman shield using cardboard and paint. - Apply the stitched pattern to Roman Shield - Evaluate works	
Computing	<u>Online Safety</u> The importance of passwords and keeping passwords safe. Recap how to stay safe online, how to act/react when a digital incident occurs and understanding a digital footprint. <u>Computer systems</u> to develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by	<u>Stop frame animation</u> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	<u>Data and information</u> Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will	<u>Creating media – desktop publishing</u> During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can	<u>Programming A</u> This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own	<u>Programming B</u> This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given

	comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.		test by using it. They will also consider real-world applications for branching databases.	support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.
Physical Education	<u>Netball</u> This unit focuses on passing/catching a netball, use of correct footwork, dodging, marking and shooting. Pupils will have the opportunity to play a game of netball showing an understanding of the rules.	<u>Dance</u> Learn dance routines including choreographing their own moves. Pupils should enjoy communicating, collaborating and competing with each other, whilst being taught to perform dances using a range of movement patterns.	<u>Swimming</u> Pupils will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.		Cricket This unit will incorporate batting, fielding, bowling and game rules. It will also promote meta skills development earlier in the year.	<u>Athletics</u> Athletics: running both short and longer distances, throwing foam javelin, long jump
		<u>OAA</u> This unit will include the development of Meta skills through resilience building activities	<u>Gymnastics</u> This unit focuses on performing sequences with low, medium level shapes, contrasting shapes, matching, mirroring and linking. Pupils will perform a wide range of shapes in flight, both on and off apparatus and develop their learning of balances and rolls.			
Music	<u>A Shining Performance</u> Sparkle in the Sun	<u>Sing and Move</u> The King of all Polar Bears	<u>Music and Video</u> Be Safe Online	<u>Percussion Power</u> Mamma Mia	<u>Music and Sound</u> Sinfonia Cymru’s Regenerate	<u>Sound Exploration</u> RSNO’s Sounds of the Deep

		Five Gold Rings			Seasons for Change Project 1	
PSHE	<u>Healthy Relationships</u> • Characteristics of a healthy family life. • Characteristics of friendships • Setting boundaries with friends.	<u>Valuing Difference</u> • Stereotypes . • Respecting others. • Celebrating differences.	<u>Keeping Safe</u> • Strategies for keeping safe in the local environment or unfamiliar places. • The risks of alcohol and cigarettes. • Keeping safe online	<u>Rights and Respect</u> • Age restrictions on games and social media. • Basic first aid. • Respecting the opinions of others.	<u>Being my Best</u> • Healthy diet. • Personal hygiene. • Body parts associated with the skeleton and muscles	<u>Growing and Changing</u> • Recognising emotions. • Physical and emotional changes during puberty. •
French	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures.					
	• Greetings • Basic conversations • Numbers to 3 • Classroom instructions	• Classroom instructions • Numbers to 6 • Name the UK/Great Britain	• Numbers to 10 • Conjunctions • C'est + noun	• Numbers to 15 • Paris • Classroom instructions	• Numbers to 20 • How old are you? • Where do you live?	• Famous landmarks • Ask and answer questions
RE	The Buddha Concept: Peace	Angels Concept: Imagery	Making choices Concept: Temptation	Easter Concept: Love	Places of worship Concept: sacred	Identity Concept: belonging
Visits TBC		Stone Henge – Salisbury	Swimming lessons – Ryde	Roman Villa - Brading	City land use - Southampton	Roman history workshop
Parent sharing events TBC		DT workshop				DT workshop