Reedley Primary School Curriculum Map
Year 3 (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	There's No Place Like Home	Healthy Humans/ Animals	Rock and Roll!	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
Visitor/ Educational visit	Morris Dancing visitors		Trip: Bring Yer Wellies Lancashire Loan Box		Museum loan box- History Lancashire Loan Box	
Maths	Place value and mental calculation 2D shape Length incl. perimeter Statistics Mental calculation Written addition & subtraction	Counting Multiplication tables (3x, 4x) Written and mental multiplication & division Time 3D shape	Place value Mental addition and subtraction Fractions Division Volume and capacity Mass Multiplication incl. 8x table Multiplication (statistics, measures, money)	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time	Multiplication facts (statistics) Multiplication and division (measures) 2D shape incl. sorting Decimals Addition and subtraction (money) 3D shape incl. sorting	Place value (measures) Addition and subtraction (measures) Mental calculation Fractions Measures Statistics
English	Narrative Paddington Bear Biography	Folk Tales: Tin Forest Persuasive letters (linked with Science) Poems with a structure SMSC- Social - By providing opportunities for talk in a range of settings	Story as a theme The Stone Age Boy Discussion Linked to living in the Stone Age period	Novel as a theme: Iron Man Poems on a theme: Iron Man Recounts: Diaries Iron Man	Non-Chronological Report Leaflet Romans Play-scripts Romans on a Rampage	Classic/Narrative Poetry Spider and the Fly Explanation texts (Linked with Science – Plants) SMSC- Moral - By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. SMSC – Spiritual - In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'

Grammar and Punctuation	Inverted commas Prepositions Main & subordinate clauses in complex sentences Conjunctions to create complex sentences e.g. while, after, before.	Determiners Adverbs Word families Complex sentences using a range of conjunctions e.g. *if, so, although* Use of present perfect form of verbs	Prepositions used within sentences Inverted commas for writing dialogue Knowledge of root words to understand meanings of words Word families Complex sentences – range of conjunctions	Selecting, generating and using adverbs Complex sentences – range of conjunctions Determiners	Main and subordinate clauses Adverbs	Root words to understand meaning of other words. Prefixes: super-, anti-, auto- Main and subordinate clauses. Inverted commas Perfect form of verbs Thesaurus and dictionary use.
Science	Nutrition Food groups Diet of animals <u>Researching:</u> What are the different food groups and how do they keep us healthy?	Healthy choices Healthy lifestyle Human Skeleton <u>Researching</u>	Rocks and Fossils <u>Identifying, classifying and grouping</u> Grouping different rock types according to observable features such as grains or crystals.	Forces and magnets <u>Pattern Seeking</u> Are all metal objects magnetic?	Light, shadows and reflections <u>Fair testing</u>: Investigate the effect of moving the light source on the size of shadows.	Plants - functions or parts and plant growth <u>Comparative and fair testing</u> Requirements for plant growth. <u>Observing over time</u> What happens when a cut flower is stood in coloured water?
History	Local history study beyond 1066 (Pendle Witches) <u>Significance</u>		Changes to Britain for Stone age to Iron age Settlements Daily Life Innovations SMSC – Moral - By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?' <u>Chronology and change</u>		Roman Empire its impact on Britain. Boudicca SMSC- Cultural - By exploring local history and under researched history and history around us <u>Cause and effect</u>	

Geography	Name and locate a wider range of places in their locality, the UK- This a recap from Autumn 1 Year 2 (Lancashire) Observe, record, and name geographical features in the local environment. Use the eight compass points and recognise some Ordnance Survey symbols on maps (Pendle Hill)		Fieldwork – Orienteering and map work (during the trip).	Key aspects of volcanoes and earthquakes (tectonic plates): Use geographical language to describe some aspects of human and physical patters. Express opinions on environmental issues and how people can affect the environment both positively and negatively. (Fracking in Blackpool- links to earthquakes. Facts and evidence) SMSC- Cultural - By exploring cultures that have had, and still have an impact on the local area.	Name and locate a wider range of places in the wider world Make observations about places and features that change over time. (Journey of Romans from Italy – computer mapping, atlas, globe. Roman names for UK cities.) SMSC- Spiritual - By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is.	Use the eight compass points and recognise some Ordnance Survey symbols on maps (Pendle Hill) Contrasting UK locality – Lake District Identify similarities, differences and patterns when comparing places and features. Fieldwork – Observing Pendle Hill from the playground.
Art (including artists)		Sculptures Art week: Kate Malone		Art week: Aboriginal Art SMSC- Moral - By responses to and use of visual images to evoke a range of emotions.		Art week: Georgia O'Keeffe SMSC- Cultural - By experiencing a wide range of creative media from around the world.
DT		Cooking – Healthy Dish SMSC- Spiritual - By allowing for insight, self-expression and the chance to walk in someone else's shoes.		Moving mechanisms – e.g. the waving hand mechanism Poster design		Planters
Music	Charanga Unit: A Shining Performance Song: Sparkle in the Sun Read and play G, A and B (doh, re, me) on a musical instrument.	Charanga Unit: Sing And Move Song: The King of All Polar Bears" and "Five Gold Rings	Charanga Unit: Music And Video Song: Be save online	Charanga Unit: You got to try Song: You got to try	Charanga Unit: Music and Sound	Charanga Unit: Sound Exploration

Music appreciation			SMSC- Moral - By exploring how music can convey human emotions such as sadness, joy, anger		SMSC- Social – By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.	
Computing	E-safety Spreadsheets	E-safety Coding	E-safety Touch Typing Route Planners	Email E-mail	E-safety Branching Database	E-safety Coding : MicroBits
PSHCE	Relationships Healthy relationships Feelings and emotions	Health and Wellbeing Healthy Lifestyles	Living in the Wider World Rights and Responsibilities	Health and Wellbeing	Relationships SRE	Living in the Wider World Money Matters
RE	Focus Question throughout the year – Who should we follow?					
	Christianity: Church *What do Christians mean by the 'Holy Spirit'?* The Holy Spirit gifts of the spirit. Pentecost	Christianity: Jesus *What does it mean to be a disciple of Jesus?* Discipleship, following the example of Jesus, helping others.	Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.	Christianity: God *How (and why) have some people served God?* Prophets, service to God, inspirational people.	Islam: *Why is the Prophet Muhammad (pbuh) an example for Muslims?* The Prophet. Muhammed (pbuh), Zakah SMSC- Moral - By investigating the importance of service to others in Sikhism, Hinduism and Buddhism SMSC- Cultural – By exploring similarities and differences between faiths and cultures	Sikhism *Why are the Gurus important to Sikhs?* Guru Nanak The 10 gurus, Baisakhi. SMSC- Spiritual - By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.
PE	Dance – Morris Dancing	Gymnastics	Basketball	Tennis SMSC- Social - By developing a sense of belonging and self esteem through team work.	Athletics	Cricket
French *Primary Languages Network Overview*	A New Start Greetings	The Calendar and Celebrations SMSC – Moral - By helping pupils to have an accurate and truthful understanding of another culture	Animals I like and Don't Like	Carnival Colours and Numbers SMSC- Cultural - By appreciating the language and customs of others.	Breakfast, fruit nouns and a Hungry Giant	Going on a Picnic SMSC- Spiritual - By exploring the beauty of languages from around the world