

YEAR 3 CURRICULUM OVERVIEW 2026-2027

Miss Clarke, Mrs Mullane and Mrs Cowburn

Mrs Harradine and Mrs Rustage

English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seal Surfer by Michael Foreman Recount: Letter Writing <i>Dancing bear by Michael Morpurgo</i>	Winter's Child by Angela McAllister Fiction: Fantasy Story <i>Ice palace by Robert Swindells</i>	Stone Age boy by Satoshi Kitamura Fiction: Historical Narrative <i>The Wild Robot by Peter Brown</i>	Big Blue Whale by Nicola Davies Non-Fiction: Information <i>The Puffin Keeper by Michael Morpurgo</i>	Journey by Aaron Becker Narrative :Adventure Story <i>Tilly Mint Tales by Berlie Doherty</i>	Zeraffa Giraffa by Dianne Hofmeyr Non-Fiction: Persuasive Writing <i>The White Fox by Jackie Morris</i>
The Sea Book by Charlotte Milner Genre – Information	Ice Palace by Robert Swindells Genre – Fiction: adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre – Fiction: fantasy	The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? by The Literacy Company Genre – Fiction: adventure, Information	Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre – Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre – Recount, Fiction: historical/ traditional tale

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Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including Humans (nutrition, skeletons, muscles) - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Forces & Magnets - compare how things move on different surfaces - notice that some forces need contact between two objects but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having two poles	Rocks - compare and group together different kinds of rocks on the basis of their simple physical properties - recognise that soils are made from rocks and organic matter - describe in simple terms how fossils are formed when things that have lived are trapped within rock.		Light - recognise that they need light in order to see things and 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 a light source is blocked by a solid object - find patterns in the way the size of shadows change	Plants - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - investigate the way in which water is transported within plants - explore the part of flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

		predict whether two magnets will attract or repel				
History	Anderton Boat Lift - To continue to develop historically secure knowledge of British, local and world history. - To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Local history study: The Anderton boat lift		Stone Age to the Iron Age - To learn about changes in Britain from the Stone Age to the Iron Age. - To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		Ancient Egypt - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of...Ancient Egypt... - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
Geography	Land Use How diverse are local and UK landscapes?	Local Area How is it changing?	Rivers What’s special about them?	Settlements Where do people live and why?	Climate Zones What are they and why do they matter?	The Water Cycle Why is it important?
D.T	Mechanisms: Leavers and Linkages		Mechanisms: Pneumatics		3D: Shell Structures	
Art	Colour - Hokusai – The great wave off Kanagawa - Painting and Colour mixing		Mixed Media Stone age scenes /Lascaux Cave paintings	Printing Henri Matisse ‘Cut Outs’ Polynesia, the sea or beasts of the sea	Sculpture Making Scarab Beetles	Drawing / Collage Steven Brown – Giraffe drawings (charcoal, pencil drawings and mark making)

Subject area	Wonderful worlds		Stones and Bones		Voyages and discoveries	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Computing Systems and Networks Identifying that digital devices have imports, process is, and outputs, and how devices can be connected to make networks	Creating Media-Stop-frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story	Programming A-Sequencing Sounds Creating sequences in a block-based programming language to make music	Data and Information-Branching Databases Building and using branching databases to group objects using yes/no questions	Creating Media- Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose	Programming B-Events and Actions in Programs Writing algorithms and programmes that use a range of events to trigger sequences of actions
Music	Traditional Instruments and Improvisation (India)	Jazz	Pentatonic Melodies and Composition (Chinese New Year)	Glockenspiel	Glockenspiel	Glockenspiel
R.E	Hindu Dharma What does a Hindu believe about God and how is	Bahá'í Faith What is the Bahá'í Faith?	Christianity How can the Bible help a Christian with their way of life?	Christianity What do I think about Jesus and how is he portrayed in art	Christianity What is my point of view about God and why do people have faith?	Islam What do Muslims believe happened on 'The Night of Power' and

	Diwali celebrated?			from around the world? Why is the cross important for Christians?		how do they worship?
PSHE	myHappymind Meet your brain	myHappymind Celebrate	myHappymind Appreciate	myHappymind Relate	myHappymind Engage	SRE - Friendship - Drugs