

Sankey Valley St James CE Primary School

Year 3 Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subjects linked to unit	English					
	<p>Coming to England</p> <p>Outcome To write letters from Floella to her Grandmother telling her about settling into life in the UK.</p> <p>Greater Depth To include a letter from Grandmother in response to one of Floella's letters</p> <p>Sentence Use prepositions to express time, place and cause.</p> <p>Text Group related ideas into paragraphs Build a varied and rich vocabulary</p> <p>Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Nen and the lonely fisherman</p> <p>Outcome To write a fantasy story based on a classic tale, changing the setting.</p> <p>Greater Depth Narrative from a different POV</p> <p>Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Text Create characters, settings and plot in narrative</p> <p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes</p> <p>Outcome Outcome Non-chronological report: write about an aspect of the Stone Age</p> <p>Greater Depth Non-chronological report including a set of instructions.</p> <p>Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Text Build a varied and rich vocabulary</p> <p>Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters)</p>	<p>Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo</p> <p>Outcome Outcome Persuasion: leaflet persuading for the protection of the blue whale</p> <p>Greater Depth Include a fact file about endangered sea creatures</p> <p>Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause</p> <p>Text Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation</p>	<p>Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty</p> <p>Outcome Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater Depth Include a new setting route to lead from one place into another</p> <p>Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Text Group related ideas into paragraphs</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr White giraffe by Lauren St John</p> <p>Outcome Persuasion – tourism leaflet for the <i>Jardin des Plantes</i> in Paris</p> <p>Greater Depth Include a section of a researched Paris landmark</p> <p>Sentence Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p>

	Design & Technology	Design & Technology	Art	Art	Art	Design & Technology
	Eating Seasonally	Mechanical Systems: Pneumatic toys	Prehistoric painting	Sculpture and 3D	Growing Artists	Textiles – Egyptian Collars
Discreet subjects	Geography	History	History	Geography	Geography	History
	Why do people live near volcanos?	Stone Age Changes in Britain from the Stone Age to the Iron Age	Roman Empire The Roman Empire and its impact on Britain	Who lives in Antarctica?	Are all settlements the same?	Egyptians A study of the achievements of one of the earliest civilizations
	Maths					
	<u>Number: Place Value</u> Knowing the value of a digit is determined by its position in a number. <u>Number: Addition and Subtraction</u> Relating numbers to 5 and 10 helps develop knowledge of the number bonds within 20. Subtraction bonds can be thought of in terms of addition: for example, in answering 15 – 8, thinking what needs to be added to 8 to make 15.	<u>Number: Addition and Subtraction</u> Continued from last half term <u>Number: Multiplication and Division</u> It is important for children not just to be able to chant their multiplication tables but also to understand what the facts in them mean, to be able to use these facts to figure out others and to use in problems. It is also important for children to be able to link facts within the tables (e.g. 5× is half of 10×).	<u>Number: Multiplication and Division</u> Children need to understand what multiplication means, see division as both grouping and sharing, and see division as the inverse of multiplication. <u>Measurement: Length and Perimeter</u> Children need to be able to measure, compare, add and subtract lengths (m/cm/mm)	<u>Number: Fractions</u> Fractions are equal parts of a whole. Equal parts of shapes do not need to be congruent but need to be equal in area. Decimal fractions are linked to other fractions. The number line is a useful representation that helps children to think about fractions as numbers. <u>Measurement: Mass and Capacity</u> Children need to be able to measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)	<u>Number: Fractions</u> Continued from last half term <u>Measurement: Money</u> To add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Measurement: Time</u> To be able to tell and write the time from an analogue clock, and 12 and 24-hour clock.	<u>Geometry: Properties of Shape</u> During this year there is an increasing range of shapes that pupils are familiar with. The introduction of symmetrical and non-symmetrical polygons and the requirement that pupils should be able to draw them will give rise to discussions about lengths of sides and sizes of angles. Children need to know these features as properties of shapes as well as the number of sides and vertices. <u>Statistics</u> Children are introduced to tally charts as a systematic method of recording data
	Religious Education					
	3.1 Called by God What does it mean to be called by God?	3.2 Christmas	3.3 Jesus How did/does Jesus change lives?	3.4 Easter Is the cross a symbol of sadness or joy?	3.5 Rules for living Which rules should we follow?	WF link – Does everybody follow the

	Local faith leaders. Who are they and what do they do? 3.6 Harvest How do people of faith say thank you to God for the harvest? WF Link – Festival of Sukkot	How does the presence of Jesus impact on people’s lives?				same rules? Why? Why not?
	Science					
	Biology: Skeletons Biology: Movements	Biology: Nutrition and diet Sustainability: Food waste Chemistry: Rocks	Chemistry: Fossils Chemistry: Soils	Physics: Light	Biology: Plants A Physics: Forces	Physics: Magnets Biology: Plants B Sustainability: Biodiversity
	Computing					
	Computing Systems and Networks – Connecting Computers	Creating Media- Stop- Frame Animation	Programming A- Sequencing Sounds	Data and Information – Branching Databases	Creating Media- Desktop Publishing	Programming B – Events and Actions in Programs
	French					
	Getting to know you. Greetings and how to introduce yourself.	Bonfire night, commands and colours	Animals around us	Carnival and playground games	Hungry giant	Map explorers
	Music					
	Hear It, Play It! Exploring Rhythmic Patterns		Painting Pictures With Sound		Sing, Play, Notate!	
	Physical Education					
	Invasion Games - Netball	Net & Wall Games - Tennis	Creative - Dance	Target - Golf	Striking & Fielding - Cricket	Athletics
	Personal, Social, Health and Economic education - PSHE					
	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me