

## Year 3 Curriculum Overview 2025-26

	Autumn		Spring		Summer	
Continuous PSHE: Argyle Code, Argyle Super Learning Powers, Stay on Green						
Humanities Focus	Prehistoric Britain		Mountains, Volcanoes and Earthquakes		Egyptians	
Stimulus /Trips	Chiltern Open Air Museum Science		Natural History Museum Trip to Synagogue in Spring 1		British Museum The Egyptian Exploration Society PETRIE	
Big Questions (PHSEC Link)	<p>Which time do you think it was best to live in Stone, Bronze or Iron Age?</p> <p>Is it true to say that the Stone Age person was just a hunter and only interested in food and shelter?</p> <p>How did life change when humans learned how to farm?</p> <p>Linked to Rights Respecting Schools Article 27 – every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</p>		<p>How do the Earth's extreme environments affect us?</p> <p>What is the impact of earthquakes/volcanoes on local communities?</p> <p>Linked to Rights Respecting Schools Article 6 – Every child has the right to life and to develop to their full potential.</p>		<p>Why was the river Nile so important to the Ancient Egyptians?</p> <p>How was society organised in Ancient Egypt?</p> <p>What is similar/different in the UK and Modern Egypt today?</p> <p>Linked to Rights Respecting Schools Article 30 – Every child has the right to learn and use the language, customs and religion of their family.</p>	
Key Text	Stone Trolls  Pebble in my Pocket	Stone Girl, Bone Girl	The Reluctant Dragon & Dragon Slayer (video)  Earth Shattering Events	Poetry unit – Tell Me a Dragon	Ottoline and the Yellow Cat	Marcy & the Riddle of the Sphinx
Writing Outcomes	T4W Fiction: Warning Tale (Stone Trolls)  Non-Fiction T4W Model Information Text: Different Kinds of Troll	T4W: Finding Tale  Information Text: Stone Age/ Bronze Age/ Iron Age	T4W: Overcoming the monster tale  T4W Instructions: How to Catch a Dragon  Instructions: How to survive in an earthquake (continued in Spring 2)	Dragon spine poems  Instructions: How to survive in an earthquake (continued in Spring 2)	T4W Mystery story based on Ottoline  Wanted poster Character description  Action scene – cat caught  Diary entry – Blurb for a story Postcard	T4W Journalistic writing: Tutankhamun (model Ottoline) 3 weeks  Information Text: Egypt How was society organised in Ancient Egypt? 4 weeks
Oracy		Oracy outcome- Every child, in a trio, plans a speech for Year 4 answering big question. 1 week		Oracy outcome - assembly answering Big questions. 1 week	Oracy outcome – News report based upon Ottoline 1 week	
Maths	Place Value Addition & Subtraction Multiplication & Division		Multiplication & Division Length & Perimeter Fractions Mass & Capacity		Fractions Money Time Shape	

				Statistics		
Science	Plants  Rocks, Soils and Fossils Links to RRS – article 24 health, food, water, environment		Animals including Humans –		Forces and Magnets Light	
Art & DT DT	Gestural Drawing with Charcoal (include cave paintings)  Cooking and nutrition: Eating Seasonally  Structures: Constructing a castle		Cloth, Thread, Paint Enquiry Question: How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?	Mechanical Systems: Pneumatic toys	Telling Stories Through Drawing and Making Enquiry Question: How can we create 3 dimensional characters inspired by characters in film and fiction? Digital World: Wearable technology	Textiles: Cross stitch and applique (Egyptian collar)
E-safety – How do we behave respectfully online? Kind Kingdom						
Computing/DT	Programming A Scratch	Creating Media Animation	Programming B Scratch  Data Information-Branching Database		Creating Media-Words and Pictures Espresso coding Unit 3a/b	
Relationships and Health Education	School Council Elections Healthy eating x 2 Mental wellbeing x 3 Respectful relationships x 1 Caring relationships x 3  Links to RRS – Article 13 sharing thoughts freely, article 24 health, water, food, environment		Rights of a child x 1 Paid for a job and consumer choices x 2 Online relationships x 2 Being safe (road safety) x 2 Drugs, alcohol and tobacco (safe use medicine/smoke) x 2 Basic first aid x 1 Health and prevention		Respectful relationships x 3 Caring relationships x 5 Mental wellbeing x 2 Growth and development (linked to science) x 1	
RE - How are symbols and saying important in religion?	How did Jesus and Buddha make people stop and think?  Article 14 – every child has a right to think and believe what they want and to practise their religion	What is the significance of light?	How do Jewish people celebrate their beliefs at home and in the synagogue?	How and why to Hindu people celebrate Holi?	What can we learn about special symbols and signs used in special religions?	What do Sikhi sayings tell us about Sikhi beliefs?
PE	Fundamentals Yoga	Fitness Gymnastics	Dance – The Place Basketball	Dance – The Place Tennis	Swimming Athletics	Swimming Football
Music	Basic keyboard and notation skills	Rocks and soils class composition	Building basic music skills using Kodaly method.	Playing percussion, singing sol-fa, music analysis.	Introduction to the tin whistle – first notes.	Expand to 3 note songs. Compose class tune.
MFL	Latin	Latin	Latin	Latin	Latin	Latin