



Year 3 Curriculum Map 2026-27

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE including British Values	Homes Judaism – Synagogue Promises	Promises Hinduism – Mandir Visitors	Journeys Choices Sacramental programme – I belong	Giving all Sacramental programme – I belong	Listening and sharing Energy Sacramental programme– I belong	Islam – The Mosque Special places Sikhism – The Gurdwara
Phonics	Children needing phonic interventions, based on gap analysis will use All Aboard Phonics+ - see manual for lesson plans					
English	<u>Writing/Poetry</u> • Diary: Fantastic Mr Fox • Informal letter: Link to 'Have you heard?' Nelson Comprehension Narrative: Fantastic Mr Fox	<u>Writing/Poetry</u> • Poetry: Black History Month. <i>Pen by Nikki Grimes</i> • Non-Chronological Report: Remembrance Day (Whole School Project) • Biography: Black History Month (Whole School Project) Narrative: The Great Cave	<u>Writing/Poetry</u> • Narrative: Zoo • Narrative: The Angel of Nitshill Road • Persuasive letter: Geography (Investigating Water)	<u>Writing/Poetry</u> • Poetry: Female Poets. <i>Old Foxy by Sue-Hardy Dawson</i> • World Book Day (Whole School Project) • Narrative: Clever Polly and the Stupid Wolf Holy Week (Whole School Project)	<u>Writing/Poetry</u> • Poetry: British Poets. <i>How Was School?</i> by Lindsay McCrae • Debate: (Whole School Project) Narrative: I met a whale Michael Morpurgo	<u>Writing/Poetry</u> • Poetry: Writing. (Whole School Project with Loreto High School) • Playscript: (Whole School Project) • Narrative: Viking Tales – Battle for Viking Gold
Key texts	<u>Class Novel</u> • Fantastic Mr Fox by Roald Dahl	<u>Class Novel</u> • Little People, Big Dreams: Prince • The Great Cave by Terry Deary	<u>Class Novel</u> • The Angel of Nitshill Road by Anne Fine • Zoo by Anthony Browne	<u>Class Novel</u> • Clever Polly and the Stupid Wolf by Catherine Storr	<u>Class Novel</u> • I met a whale Michael Morpurgo	<u>Class Novel</u> • Viking Tales – Battle for Viking Gold by Terry Deary
Spelling	<u>Spelling Word List</u> Accident, accidentally, actual, actually, probably, caught, naughty, consider, disappear, fruit, group	<u>Spelling Word List</u> heard, learn, heart, history, quarter, reign, straight, weight, sentence, circle	<u>Spelling Word List</u> centre, decide, recent, difficult, forward, forwards, particular, popular, height	<u>Spelling Word List</u> possible, though, although, thought, through, remember, continue, early, earth	<u>Spelling Word List</u> January, February, March, April, May, June, July, August, September, October, November, December	<u>Spelling Word List</u> describe, address, appear, arrive, perhaps, complete, eight, eighth,



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						enough, medicine, mention, minute
	Statutory Spelling Rules - Prefix un- - Prefix dis- - Prefix mis- - Prefix re- - The prefix anti-	Statutory Spelling Rules - The prefix auto- - The prefix super- - The suffix -ly - Words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. vein, weigh, they) Words with the /k/ sound spelt ch (Greek in origin) (e.g. scheme, chorus)	Statutory Spelling Rules - Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (e.g. invention, expression, expansion, musician) - The suffix -ation Homophones and near-homophones: ball/bawl, berry/bury, grate/great, groan/grown, here/hear, heel/ heal/he'll, mail/male, main/mane, meat/meet, plain/plane, scene/seen, weather/whether	Statutory Spelling Rules - Adding suffixes beginning with vowel letters to words of more than one syllable - Endings which sound like /ʒən/ Possessive apostrophe with plural words	Statutory Spelling Rules The /l/ sound spelt y elsewhere than at the end of words (e.g. myth, pyramid)	Statutory Spelling Rules The /ʌ/ sound spelt ou (e.g. young, touch)
Grammar and Punctuation	Grammar New learning: - Expressing time, place and cause using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place and cause using adverbs Revised Year 1: - Statements - Questions - Commands - Exclamations	Grammar New learning: - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation Revised Year 1: - Nouns - Adjectives - Verbs	Grammar New learning: - Use of the present perfect form of verbs instead of the simple past - Use of the forms a or an according to whether the next word begins with a consonant or a vowel Revised Year 1: - Statements - Questions - Commands - Exclamations	Grammar Revised Year 1: - Nouns - Adjectives - Verbs Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive	Grammar New learning: - Word families based on common words, showing how words are related in form and meaning Revised Year 1: - Statements - Questions - Commands - Exclamations Revised Year 2:	Grammar Revised Year 1: - Nouns - Adjectives - Verbs Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive



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	Revised Year 2: Co-ordination using and/but/or Subordination (using when, if, that, because)	Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive	Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation	Revised Year 3: - Expressing time, place and cause using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place and cause using adverbs	- Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Expressing time, place and cause using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place and cause using adverbs	Revised Year 3: Use of the present perfect form of verbs instead of the simple past Use of the forms a or an according to whether the next word begins with a consonant or a vowel
	Punctuation Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks Capital letters for names and for the personal pronoun I	Punctuation Revised Year 2: - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	Punctuation Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	Punctuation New learning: - Inverted commas to punctuate direct speech Revised Year 2: - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns Commas to separate items in a list	Punctuation Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks Capital letters for names and for the personal pronoun I	Punctuation Revised Year 2: - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list Revised Year 3:



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						Inverted commas to punctuate direct speech
Science Checked 25/26	Introductions to the Human Skeleton and Muscles	Rocks, Fossils and Soil	Simple Forces including Magnets	Healthy Eating STEM week	Introduction to Light and Shadow	What Plants Do and What They Need
History		Stone Age		Romans		Vikings
Geography	Continents, Countries and Cities		Investigating water GA unit		Investigating Mountains and Volcanoes GA unit	
Art		<i>Art Rocks!</i> <i>(Art in the Stone Ages)</i> Painting/Printing Explore the life and work of Chris Ofili -First black artist to win the Turner Prize- and from Manchester during Black History month		<i>Create Like a Viking!</i> <i>(Art in The Viking era)</i> Sculpture		<i>My Manchester and Beyond!</i> Digital Media
Design and Technology	<u>Food</u> European Bread Begin to understand where food comes from		<u>Mechanical systems</u> Moving body link to animals including humans		<u>Shell Structures</u> Creating a structure (using CAD) Make a strong, stiff structure Measure carefully	



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	and where it is in Eat Well Plate Prepare and cook dishes Grow in confidence chopping, slicing, grating, mixing,		Levers and linkages Use and make levers and linkages to create movement Choose suitable materials		Improve mistakes in construction Begin to use computers to design Indian Female Architect - Chitra Vishwanath	
PE	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Invasion Games Attacking and defending tactics (Bench ball/Dodgeball)	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Striking and Fielding Fielding positions, applying attacking and defending tactics to specific sports, (Rounders)	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Dance Develop flexibility, strength, technique, control and balance	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Gymnastics Linking Movements Together	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Net & Wall Games Develop timing, tracking and footwork (Tennis)	Swimming Safe self-rescue, swimming a range of strokes and swimming at least 25m confidently and proficiently Athletics Track and field events including an increased height of hurdles, cross country running and sprinting
PSHE/British Values	<u>Being Me in My World</u> Setting personal goals Self-identity and worth Positivity in challenges	<u>Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred)	<u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and	<u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs	<u>SRE – See life to the full planning</u> We don't have to be the same Respecting our bodies	<u>SRE – See life to the full planning</u> Friends Family and Others Sharing Online



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	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices	What am I feeling? I am thankful	How do I love others? First Aid Heroes A community of love
Computing	Word processing skills Formatting text, text boxes (edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. Use cut, copy and paste to quickly duplicate and organise text) Pic Collage based on class learning (create a photo collage using images from the internet and pictures taken on iPads. Links to science topic. Format text and backgrounds) Book creator app based on class learning (create multimedia e-book to present knowledge gained from geography topic. Type text and include images)	Comic Touch 2 app (use app to explore lettering and practise typing. Link to class vocabulary and spellings. Change fill and border colour, page colour, lettering style and reshape, add shadow effects and arrange neatly) Digital communication methods (know how to communicate online) Features of emailing (describe what it is, why it's popular, how to send and read emails, how to stay safe) Strong passwords (what they should include) Word Document (implementing word processing skills from A1)	Gaming safely (create poster. Write rules for staying safe and why they should be followed. Where to go for advice) Exploring digital maps (explore maps and aerial photos of places. What they are and why they're useful. Create word document poster. Rotate, zoom in and out, search for places, tilt view, screenshot images, label screenshots, compare with aerial photos of the same place) Word Document (continue to implement and revise word processing skills from A1 and A2) Comic Touch 2 app - Popular websites (research a list of child friendly websites. Create a poster about one. Borders,	Robots (Video describing what a robot is, tasks they're used for and why) Simulations (Use Pic Collage app to create poster. Describe how they copy real life events, explain how to control computer simulations and how they can be helpful) Drones (Create word document poster using learnt skills. Describe what drones are, how they're used, why they're helpful but not always liked) Lifecards - Postcard from school trip (design postcard. Type and format text, add images and stickers, resize and move objects, change frames and warp text) Word Document (continue to implement and revise word processing skills from A1, A2 and S1)	Discovery coding Level 3 - Sequence and animation (learn to make things happen in a sequence, creating simple animations and simulations)	Discovery coding Level 3 - Conditional events (learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects) Algorithm steps of real systems - Pic Collage app (use the app to create a poster to describe real life systems using algorithms) The connected home (smart devices and voice assistants) (create word document poster using learnt skills. Describe what a 'smart home' is, identify 'smart' devices, describe dangers, how to be safe)



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			text boxes, format text, background) Uses of technology (use Popplet to create a mind map about uses of technology. Add pictures of technology and name examples)			
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MFL	Early teaching - (J'apprends le français/les animaux) As a linguist, I will learn to: • Locate France, Paris, and a few key cities on a map. • Understand the Francophone world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 20. • Read, write, say, and recall ten different colours. • Recognise, recall, and spell up to 10 animals in	Early Teaching - Je peux.. As a linguist, I will learn to: • Recognise, recall and spell 10 verbs in French. • Use the verbs in the infinitive to form positive and negative sentences (je peux/ je ne peux pas) • Aim to form longer sentences using 'et' and 'mais' (and/because) In i silent letters silent letters Joyeux Noël	Early teaching - Les Saisons As a linguist, I will learn to: • Name, recognise and remember all four seasons in French. • Say which is our favourite season in French. • Say why it is our favourite season in French. • Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses. on ou oi silent letters	Early teaching: Les instruments As a linguist, I will learn to: • Recognise, recall and spell up to ten instruments in French with the correct definite article/determine. • Start to understand articles/determiners better in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. Music link - Instruments	Early teaching: Petit Chaperon rouge As a linguist, I will learn to: • Sit and listen to a familiar story being told in French. • Learn to use picture and word cards to recognise and help retain new language. • Remember key parts of the body in French CH OU ON OI	Early teaching: Les Glaces As a linguist, I will learn to: • Name, recognise and remember up to 10 ice-cream flavours in French. • Attempt to spell some of these flavours. • Use the structure 'je voudrais...' plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Recap how to say
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	French with their correct determiners/ indefinite articles. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). Science link - CH/OU/ON/OI European day of Languages		Claude Debussy - Instruments - Musician	<u>CH OU ON OI</u> French music		please and thank you (formal and informal). CH OU ON OI Vanuatu - Francophone country
Music	Body Percussion	Percussion	Ukulele #1	Glockenspiel #1	The History of Classical Music	Composition