

# Year 3 Curriculum Overview Autumn 2026

## ENGLISH

### Writing

#### Texts used:

The First Drawing by Mordicai Gerstein  
Leon and the Place Between by Angela McAllister  
The BFG by Roald Dahl

#### Fiction

We will be learning the following:

- Magic and wonder – Historical narrative - Character descriptions, diary entry, recount to write own historical narrative.
- Use further prefixes and suffixes and understand how to add them to writing.
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].
- Introduction to paragraphs as a way to group related material.
- Dreams and Curiosity - Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters to enable own version of narrative (fantasy).
- Introduction to inverted commas to punctuate direct speech.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Magic and wonder - Persuasive poster, setting description, thought bubbles / diary entry, dialogue, being able to write own fantasy narrative. Write in paragraphs, using a comma after a fronted adverbial.

### Reading

#### Texts used:

The Lost Spells by Robert Macfarlane and Jackie Morris  
Arthur and the Golden Rope by Joe Todd-Stanton  
The BFG by Roald Dahl

We will learn the following:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Discussing words and phrases that capture the reader's interest and imagination.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Read alone book:

Stone Age Boy by Satoshi Kitamura  
Epic ~ Reading online

### Spelling

We will be learning the year 3 high frequency words through these patterns:

- the long /e/ / sound spelt with ei
- the long /e/ / sound spelt with ey
- the long /e/ / sound spelt with ai
- Words with / / sound spelt with ear
- Homophones & near homophones
- Creating adverbs using the suffix -ly (no change to root word)
- adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)
- Adverbs using the suffix -ly (root word ends in 'le')
- Adverbs using the suffix -ly (root word ends in 'ic' or 'al')
- Creating adverbs using the suffix -ly (exceptions to the rules)
- Statutory Spelling Challenge Words

We will also:

- Use the first two or three letters of a word to check its spelling in a dictionary.



## MATHS White Rose Maths

### Number & Place Value

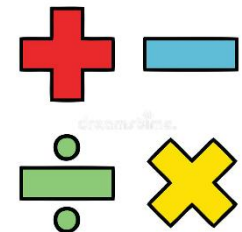
- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000.
- identify, represent and estimate numbers using different representations.
- read and write numbers up to 1,000 in numerals and in words.
- solve number problems and practical problems involving these ideas.

### Addition & Subtraction

- add and subtract numbers mentally, including:
  - a three-digit number and 1s
  - a three-digit number and 10s
  - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
- estimate the answer to a calculation and use inverse operations to check answers.
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### Multiplication & Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.



## SCIENCE

### Forces and Magnets

#### We will learn:

- About pushes and pulls
- To compare how things move on different surfaces.
- To identify magnetic materials.
- That magnets have two poles.
- To investigate magnet strength



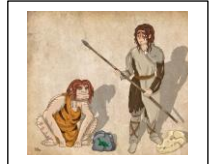
### Working Scientifically

#### We will:

- Ask relevant questions and using different types of scientific enquiries to answer them.
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units
- Use a range of equipment, including thermometers and data loggers
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Report on findings from enquiries in different ways.

## HISTORY

### Stone Age to Iron Age



#### Historical Enquiry Questions:

How can we investigate what happened in pre-historic times?  
What was life like for early humans and how did they survive?

#### We will learn:

- About Chronological understanding and Similarity and Difference.
- How people survived in the Stone Age.
- Changes for people living in Stone Age Britain.
- How we know about life in the Stone Age.
- How life changed in the Bronze Age.
- What we know about Britain's Prehistoric tombs and monuments.
- Who the Celts were and how they made iron in the Iron Age.
- Why hillforts were built in Iron Age Britain.

## GEOGRAPHY

### Rainforests

#### Focus:

**Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.**

#### We will learn:

- About one country where rainforests are found.
- Use an atlas to find countries of the world where rainforests are found.
- Where the tropics of Cancer and Capricorn on a map.
- That rainforests are found between the tropics of Cancer and Capricorn.
- About the plants and animals found in each layer of the rainforest.
- Some similarities and differences between the Amazon rainforest and Sherwood Forest.
- What deforestation means.

## COMPUTING

### Computing Systems and Networks

#### We will learn:

- About digital devices and what makes them work.
- How digital devices help us.
- How computers are connected.
- What a network looks like.

### Stop Frame Animation

#### We will learn:

- A range of techniques to create a stop-frame animation using tablets.
- Apply those skills to create a story-based animation.
- Add other types of media to their animation, such as music and text.

## ART & DESIGN

### Gestural Drawing with Charcoal

#### We will learn that when we draw:

- We can use gestural marks.
- We can use the expressive marks we make to create a sense of drama.
- We can move around.
- We can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

We will look at the art of Laura McKendry and Edgar Degas.

## MUSIC



### The Enchanted Forest

#### We will learn to play the recorder:

##### Musical learning:

- Hold the recorder correctly, control the sound, and start each note clearly with 'doo'.
- Play notes B A and G clearly.
- Start and stop playing at the same time.
- Perform the chant, keeping a steady beat.
- Play as part of an ensemble, in smaller and larger groups, including singing and playing.
- Sing the Enchanted Forest song from memory, expressing the lyrics.
- Improvise on one or more notes using word rhythms.
- Create owl sounds using the head joint of the recorder.
- Play one of the recorder parts of Enchanted Forest.
- Listen with concentration and use descriptive words to talk about pieces of music.
- Listen to, appreciate, and be inspired by different styles of music – folk, classical, and jazz – featuring the recorder.

## LANGUAGES: FRENCH

### Getting to Know You & All About Me

#### We will learn:

- About basics of the French language.
- To greet each other and exchange names.
- To ask how someone is.
- To count to 10 and say our age.
- To understand and follow instructions.
- To name parts of the body.
- To identify colours and say what we are wearing.



## DESIGN & TECHNOLOGY

### Let's Go Fly a Kite

#### We will learn:

- How Homan Walsh used a kite to help build the Niagara Falls Bridge.
- About the parts of a kite.
- About different kite shapes.
- To design a kite, thinking about shape and structure.
- To make and evaluate a kite.

## P.E.

### Team Games, Cricket and Gymnastics

#### We will learn:

- Attacking and defending principles, movement and passing.
- To use small and large apparatus, linking shapes, rolls and movements.

## P.S.H.E.

### We will learn about:

- Clear Messages - Dot, Dot, Dash
- Listening and responding – I Hear You
- Friendship 1 – Best Features
- Friendship 2 – Circles Time
- Friendship 3 – Falling Out
- Self-Image and Identity
- Balanced Approach – Define: Healthy
- Physical Exercise – Active Kids
- Lifestyle Choices – It's Your Choice
- Balanced Diet 1 – Plant or Animal
- Balanced Diet 2 – Balancing Act
- Sleep – Sweet Dreams
- Online Relationships

## R.E.

### What is it like for someone to follow God? (People of God)

Key Questions to consider:

- Which information about Bible stories can we get from different types of text?
- What can we about Noah form reading the Biblical story?
- What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live?
- What is the link between a Christian wedding ceremony and the idea of covenant?
- Did Abram show he trusted God?
- Is it always easy for Christians to try to follow God?

### What is the Trinity and why is it important for Christians? (Incarnation/God)

Key Questions to consider:

- What is the Trinity? What happens in the biblical story of the baptism of Jesus?
- How is the Trinity shown in the Biblical story of the baptism of Jesus?
- Why is the biblical story of the baptism of Jesus important for many Christians?
- What are the similarities and differences between infant baptism and believer's baptism?
- What might affect a Christian's decisions about baptism?
- What is the Trinity and why is it important for Christians?

## AWARENESS AND ENRICHMENT OPPORTUNITIES

National Poetry Day  
Anti-bullying Week  
History Trip to Museum of Somerset  
Remembrance Day  
Fundraising for the school charity  
Harvest Service  
Christmas Service

## HOMEWORK

- Daily reading at home, recorded by an adult into yellow reading diary.
- Use of Epic Reading before school - Free between 7am and 3pm. (Can be recorded into yellow reading diary too.)
- Weekly spellings (Look, Cover, Write, Check) with test each Friday.
- Multiplication tables learning and using TT-Rock Stars to promote fun learning at home.

- Project work related to ongoing learning in class.

