

# Year 3 Curriculum Overview Summer 2026

## ENGLISH

### Writing

#### Texts used:

**Cloud Tea Monkeys (continued from Spring term)**

**Jim, a Cautionary Tale** by Hilaire Belloc

**The Tear Thief** by Carol Ann Duffy

#### Fiction and Non-Fiction Writing

#### We will:

- Read and discuss *Jim, a Cautionary Tale*.
- Create a warning poster and warning announcement.
- Write an alternative ending.
- Practise performance poetry.
- Write a letter of apology.

#### We will:

- Read *The Tear Thief* exploring the idea that emotions could be matched with tears (water beads),
- Explore the figurative writing to create a shared poem.
- Write a letter in role using the present perfect form.
- Create an information/ persuasive poster before writing a letter, in the style of an agony aunt, to this child, giving him/her advice.

### Reading

#### Texts used:

**I Am the Seed That Grew the Tree** by Fiona Waters

**A Necklace of Raindrops** by Joan Aiken

**Through our reading and study of these texts, we will practise and develop the skills of:**

- Identifying and understanding new vocabulary
- Inference
- Prediction
- Explaining our ideas
- Retrieving information from the text
- Summarising a passage of text.

#### KS2 Reading Content Domains

	Content Domain	
<b>Author Choice</b>	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
<b>Vocabulary</b>	2a:	Give/explain the meaning of words in context.
<b>Compare, Contrast &amp; Comment</b>	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
<b>Retrieval</b>	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
<b>Inference</b>	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
<b>Summary</b>	2c:	Summarise main ideas from more than one paragraph.
<b>Prediction</b>	2e:	Predict what might happen from details stated and implied.

### Spelling

**Daily phonics practice will continue for children who still need this.**

#### Words from the statutory Year 3 4 List:

answer build calendar centre century certain circle different difficult enough February fruit heard height history increase Island medicine natural notice often possess(ion) pressure regular reign straight strength woman/women

#### Spelling Patterns:

Creating adverbs using the suffix *ly*, eg happy – happily  
 Words with the short *l* sound spelt with 'y', eg myth  
 Adding suffixes  
 Words with a *k* sound spelt with 'ch'



# MATHS

## Number

### Fractions

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models
- Add fractions
- Subtract fractions
- Partition the whole
- Unit fractions of a set of objects
- Non-unit fractions of a set of objects
- Reasoning with fractions of an amount

## Measurement

### Length and Perimeter

- Measure in metres and centimetres
- Measure in millimetres
- Measure in cm and mm
- Metres, cm and mm
- Equivalent lengths (metres and centimetres)
- Equivalent lengths (centimetres and millimetres)
- Compare lengths
- Add lengths
- Subtract lengths
- What is perimeter?
- Measure perimeter
- Calculate perimeter

### Mass and Capacity

- Use scales
- Measure mass in grams
- Measure mass in kg and g
- Equivalent masses (kg and g)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres
- Measure capacity in volume in litres and millilitres
- Equivalent capacities and volumes (litres and millilitres)
- Compare capacity and volume
- Add and subtract capacity and volume

### Time

- Roman numerals to twelve
- Tell the time to 5 minutes
- Tell the time to a minute
- Read time on a digital clock
- Use am and pm
- Years, months and days
- Days and hours
- Hours and minutes (start and end times)
- Hours and minutes (duration)
- Units of time
- Solve problems with time

## Measurement

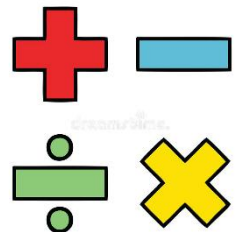
### Money

- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Find change

## Geometry

### Shape

- Turns and angles
- Right angles
- Compare angles
- Measure and draw accurately
- Horizontal and Vertical
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Draw Polygons
- Recognise and describe 3D shapes
- Make 3D shapes



## ART & DESIGN

### Telling Stories Through Drawing or Making

#### We will learn:

- How artists use sketchbooks to develop and refine their ideas.
- To use exaggeration in our drawing.
- To use literature to inspire our ideas.
- Make 3D models.

**We will look at the art of** Rosie Hurley, Inbal Leitner, Roald Dahl and Quentin Blake.

## COMPUTING

### Branching Databases

#### We will learn:

- What a branching database is and how to create one.
- What attributes are and how to use them to sort groups of objects by using yes/no questions.
- To create branching databases.

### Desktop Publishing

#### We will learn:

- A range of techniques to create a stop-frame animation.
- To apply skills to create a story-based animation.
- To add other types of media to an animation.

## DESIGN & TECHNOLOGY

### Continuation of Programming from Spring, then:

#### Juggling Balls

#### We will:

- Learn how to make juggling balls.
- Explore and evaluate different juggling balls.
- Design a circus-themed juggling ball using a design brief.
- Learn about decoration techniques, such as tie-dye and fabric paints.
- Learn and apply a hemming stitch.
- Evaluate our products against design criteria.



## GEOGRAPHY

### Continuation of The UK topic, then:

#### Extreme Earth

#### We will learn:

- What is under the Earth's surface
- How volcanoes are formed and how they affect people's lives
- What causes earthquakes and how they are measured.
- What causes tsunamis and how they affect people.
- What causes tornadoes and the effects they have.



## HISTORY

### The Railways in Great Britain

#### Key enquiry questions:

How has the development of locomotive technology industrialised the rail transportation system in Britain? Which people were significant in the development of railways?

#### We will learn about:

- The development and growth of the railways and networks in Great Britain.
- The development of locomotive technology and the differences between steam, diesel and electric locomotives.

**We will** investigate important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and learn about some of the key people who were influential in the development of the railways.

SW Heritage Trust will be visiting us for an engineering/railway workshop- 'Build it like Brunel'.

## LANGUAGES: FRENCH



### Time

#### We will learn:

- To say the days of the week, months of the year and dates.
- Learning to say when their birthday is in French.
- Also reinforcing French numbers to 10 and counting on from 11 to 31.

## MUSIC

**Revisiting learning to play the recorder. (From Autumn term)**  
**Basic notes, breathing techniques, following patterns and performing in groups. Learning B, A, G notes initially and using to accompany music.**



## P.E.

### Athletics and Striking & Fielding Games

#### We will learn:

- Sprints and starts, standing long jump and triple jump, push and pull throws.
- Underarm bowling, tracking and fielding skills, striking a moving ball.
- Strategies for sports day.

## P.S.H.E.

### Health and Wellbeing Relationships

- Before puberty
- Visible Changes
- How to Help
- Emergency Calls
- Diet and Exercise
- Working Together & Sharing Goals

'PANTS' workshop and assembly

## R.E.

### What do Christians learn from the Creation Story?

Learning through key questions:

- Where does Creation belong in the 'Big Story' of the Bible?
- What kind of world do Christians believe in? What do we mean by good?
- How have Christians interpreted looking after the world?
- What do Christians mean by 'The Fall'?
- What do many Christians learn from the stories of Creation and the Fall?

### How and why do people try to make the world a better place?

- How and why do people try to make the world a better place? What is wrong with the world?
- How can the 'Golden Rule' help people to work out how to make the world a better place?
- Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?
- Who is inspired by Jesus' example of sacrifice?
- How do Muslims try to make the world a better place?
- How do non-religious people try to make the world a better place?

## SCIENCE

### Animals Including Humans

#### We will learn:

- That animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;
- That animals get nutrition from what they eat.
- About the purpose of skeletons and muscles.



### Light

#### We will:

- Understand that we need light to see things and that dark is the absence of light.
- Learn that light from the sun can be dangerous and that there are ways to protect our eyes.
- Learn how shadows are formed.

## AWARENESS AND ENRICHMENT OPPORTUNITIES

Railways (and engineering) - South West Heritage Trust, 'Build it like Brunel' workshop

Sports Day

'PANTS' workshop

Road Safety workshop