Year 3 Curriculum Overview Spring 2026

ENGLISH

Writing

Texts used:
The Pied Piper of Hamelin by Michael Morpurgo
Cloud Tea Monkeys by Mal Peet and Elspeth Graham

Fiction and Non-Fiction Writing
We will be learning the following:

- **Reading, analysing and performing the poem The Pied Piper to be able to:**
- Identify and discuss common themes in myths, fables & legends; describe the key characters, with reference to the text; write information reports on rats;
- Plan and write own stories in style of myth/legend/fable.

- **Reading the book Cloud Tea Monkeys to be able to:**
- Write letters of thanks;
- Research, plan and write a non-chronological report on tea.

- **Reading the book Cinderella of the Nile to be able to:**
- Use the present perfect tense; develop skills of inference; explore the literary language and the effect it has on the reader; investigate abstract nouns; write a diary entry in role;
- Devise own version of a Cinderella story.

Reading

Texts used:
The Pied Piper of Hamelin by Robert Browning
The Lost Spells by Robert Macfarlane & Jackie Morris
Africa, Amazing Africa by Atinuke

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; retrieval of information from the text; summarising a passage of text.

KS2 Reading Content Domains

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

Spelling

Daily phonics practise 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:
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /k/ sound spelt ch (Greek in origin)
The /i/sound spelt y elsewhere than at the end of a word
Homophones and near homophones

MATHS

Number

Multiplication & Division

- Multiplication – equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- The 3 times table
- Multiply by 4
- Divide by 4
- The 4 times table
- Multiply by 8
- Divide by 8
- The 8 times table
- The 2, 4 and 8 times tables
- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number – with remainders
- Scaling
- How many ways?

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

Number

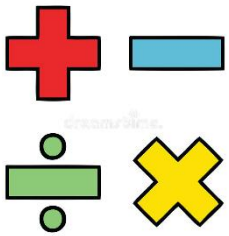
Fractions

- 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

Measurement

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



ART & DESIGN

Working with Shape and Colour

Painting with Scissors: Collage and stencil in response to looking at artwork.

We will learn that:

- We can be inspired by key artworks and make our own work in creative response.
- We can use shape and colour as a way to simplify elements of the world.
- Shapes have both a positive and negative element.
- We can arrange shapes to create exciting compositions.
- We can build up imagery through layering shapes.
- We can use collage to inspire prints.

We will look at the art of Henri Matisse and Claire Willberg.

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.

Creating Media: Animation

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

Programming Adventures

We will learn:

- To apply our understanding of computing to program a floor robot.
- To explore a range of adventure maps and use these to create original designs.
- As a group, we will research how floor robots move along different types of materials and use this knowledge to create obstacles squares.
- Appropriate joining methods to make a scale adventure map.
- To test and evaluate the effectiveness of another group's obstacle squares.

GEOGRAPHY

The UK

We will:

- Focus on locational knowledge, using geographical skills and fieldwork enquiry.
- Broaden our geographical knowledge of the UK and look closely at physical features, including mountains, rivers and seas.
- Find out how the UK has changed over time, focusing specifically on how London grew and UK population expanded.

HISTORY

Anglo Saxons and Scots

Key inquiry questions:

What would it have been like to live in Anglo-Saxon Britain?
What influence has the Anglo-Saxon invasion and settlement had on places and locations in Britain today?
We will learn:

About the invasions of the Anglo-Saxons and Scots in the 5th century. We will find out where the invaders came from, where they settled in Britain and how they changed the places they settled. We will learn how the Anglo-Saxons influenced the language, place names and what the artefacts discovered can tell us about life. We will discover what jobs they did and what their homes were like. We will learn about early Pagan beliefs before the Anglo-Saxons were converted to Christianity in the 7th century. We will be visiting Tiverton Museum to look at primary evidence found locally and use them to form own ideas about how they lived.

LANGUAGES: FRENCH

Food, Glorious Food

We will learn:

- The vocabulary for a range of food.
- To express likes and dislikes.
- To count and use plural nouns

MUSIC

'I've been to Harlem', 'Nao Chariya de/Mingulay' boat song and 'Sound symmetry'.
We will learn:

• Compose a pentatonic ostinato.
• Sing a call-and-response song in groups, holding long notes confidently.
• Play melodic and rhythmic accompaniments to a song.
• Listen and identify where notes in the melody of the song go down and up.
• Begin to develop an understanding and appreciation of music from different musical traditions.
• Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.
• Understand that a folk song is music that belongs to the people of a particular place.
• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.
• Sing by improvising simple melodies and rhythms.
• Identify how the pitch and melody of a song has been developed using symmetry.

P.E.

Gym & Dance

We will learn:

- Partner work, linking movements and creating routines.
- Racket skills, serving, receiving.

Net & Wall Games

We will learn:

- Racket skills, serving, receiving.

P.S.H.E.

Health and Wellbeing Relationships Living in the Wider World

- I Am Who I Am!
- Hearts and Minds
- Three In One
- Sweet Dreams
- Dot Dot Dash
- Listen Up!
- My Community
- School Swap

Extremism and Radicalisation

- Building Courage and Resistance

R.E.

How do festivals and worship show what matters to a Muslim? (Islam)

Through key questions to develop thinking:

- How do festivals and family life show what matters to a Muslim?
- What does the opening chapter of the Qur'an teach Muslims about God?
- Why does prayer matter to Muslims?
- Why is the mosque a special place for Muslims?
- Why do Muslims celebrate at the end of Ramadan?

How do festivals and family life show what matters to Jewish people? (Judaism)

- What do many Jewish people do to mark Shabbat?
- What does Shabbat look like in the UK today?
- What do different Jewish people celebrate at Rosh Hashanah?
- What happens at Yom Kippur?
- What is the story of Passover?
- Why do many Jews celebrate Passover every year?

SCIENCE

Rocks, Soils and Fossils

We will learn:

- About the three main types of rocks.
- To compare and groups rocks to decide if they are natural or manmade.
- About sediment layers.
- How fossils are formed.
- About Mary Anning
- How soil is formed.

AWARENESS AND ENRICHMENT OPPORTUNITIES

Children's Mental Health Week
Safer Internet Day
World Book Day
British Science Week
Trip to Tiverton Museum (Anglo Saxons)