Year 3 Autumn Term 2026 – Curriculum Overview

All subjects will be taught by Mrs Beesen-Smith unless stated otherwise.

<table>
<tr><th>SUBJECT</th><th>1st Half Term</th><th>2nd Half Term</th></tr>
<tr><td rowspan="2">English</td><td><u>Narrative</u>
‘Mini-Rabbit Not Lost’ by John Bond
Children will write to entertain, learning how to write a story that engages the reader and follows a clear structure and plot.
Compositional choices: Writers stick to one main tense throughout their story (usually past or present tense) so it’s easy to follow. They use progressive tenses (e.g. was running, is looking) to show something happening at the same time as another event. They develop more detailed writing using description (e.g. the tiny, determined rabbit).
Sentence level: Sentences will be joined with coordinating conjunctions: and, or, but (to add, choose or contrast) and subordinating conjunctions: when, if, because, that (to explain or give reasons).
Word level & punctuation:
Use expanded noun phrases
Capital letters and full stops
Avoiding comma splices (not joining two sentences with just a comma)
Begin to use grammatical terms such as: clause and subordinate clause and conjunction

<u>Poetry</u>
‘Words Are Ours’ by Michael Rosen and ‘Magic Box’ by Kit Wright.
Children will write to entertain, learning that poems don’t need to rhyme and can be written in free verse. They will use senses, imagination and descriptive language to create clear pictures and moods for the reader.
Compositional choices: Writers use images and lists of ideas to build atmosphere. They can collect words and phrases into stanzas (sections) rather than telling a story in order.
Sentence level: Sentences can use verbs and adverbs to show how actions happen. Commas in a list help to separate different ideas.
Word level & punctuation:
Adjectives expand a noun (e.g. golden drumbeat), helping the reader imagine more clearly.
Capital letters at the start of lines or for names show proper nouns.
Full stops can be used when a thought is finished.</td><td><u>Narrative</u>
‘The Lion Inside’, ‘The Koala Who Could’ and ‘The Squirrels Who Squabbled’ by Rachel Bright & Jim Field
Children will write to entertain, learning that fables are short stories with a moral lesson.
Compositional choices: Writers keep to one tense to avoid confusion. Sometimes the progressive tense (e.g. was running, is playing) shows actions happening at the same time. Writers use senses to help the reader imagine what is happening.
Sentence level: Children vary sentence length to keep interest. Sentences can be joined with conjunctions (e.g. when, if, because, although.)
Word level & punctuation:
Prepositions and prepositional phrases (e.g. under the tree, at midnight)
Commas in a list make each item clear
Capital letters and full stops mark the start and end of sentences.

<u>Non-Chronological Report</u>
‘Incredible Jobs You’ve (Probably) Never Heard Of’ by Natalie Labarre
Children will write to inform, learning that reports give facts rather than tell a story. They will learn the common features of reports.
Compositional choices: Reports are usually written in the simple present or past tense. Writers organise ideas into paragraphs, each covering a different topic. Headings and subheadings break information into smaller chunks. Quotes may be included to add interest and detail.
Sentence level: A mix of short and longer sentences to keep the writing engaging. Conjunctions such as when, if, because, although to show links between ideas.
Word level & punctuation:
Prepositions and prepositional phrases (e.g. under the sea, in the desert) tell the reader where and when things happen.
Commas separate items in a list.
Apostrophes show when something belongs to someone or when letters are missing in contractions
Capital letters and full stops make ideas clear.</td></tr>
<tr><td colspan="2"><u>Reading</u>
The children will be encouraged to read as widely as possible at home and at school with an emphasis on reading for pleasure. During Guided Reading lessons, using fiction and non-fiction texts, the children will practise to read a text with fluency, expression and comprehension. They will learn new vocabulary and discuss questions about the text.</td></tr>
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<tr><td></td><td colspan="2"><u>Phonics/Spelling</u>
Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games and dictations using spelling rules.
<u>Handwriting</u>
Handwriting is taught explicitly and regularly, with a focus on letter formation, size, orientation, spacing and consistency to develop legibility and fluency.</td></tr>
<tr><td rowspan="2">Maths</td><td>Number: Place Value
Represent numbers to 100
Partition numbers to 100
Number line to 100
Hundreds
Represent numbers to 1,000
Partition numbers to 1,000
Flexible partitioning of numbers to 1,000
Hundreds, tens and ones
Find 1, 10 or 100 more or less
Number line to 1,000
Estimate on a number line to 1,000
Compare numbers to 1,000
Order numbers to 1,000
Count in 50s
Number: Addition and Subtraction
Apply number bonds within 10
Add and subtract 1s
Add and subtract 10s
Add and subtract 100s
Spot the pattern
Add 1s across a 10
Add 10s across a 100
Subtract 1s across a10
Subtract 10s across a 100
Make connections
Add two numbers (no exchange)
Subtract two numbers (no exchange)</td><td>Number: Addition and Subtraction cont.d
Subtract two numbers (no exchange)
Add two numbers (across a 10)
Add two numbers (across a 100)
Subtract two numbers (across a 10)
Subtract two numbers (across a 100
Add 2-digit and 3-digit numbers
Subtract a 2-digit number from a 3-digit number
Complements to 100
Estimate answers
Inverse operations
Make decisions
Number: Multiplication and Division Part 1
Multiplication – equal groups
Use arrays
Multiples of 2
Multiples of 5 and 10
Sharing and grouping
Multiply by 3
Divide 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</td></tr>
<tr><td colspan="2">The children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</td></tr>
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<tr><td>Science

(Taught by Mrs Giggle)</td><td><u>Rocks, Soil and Fossils</u>
Through scientific investigation, the children will compare different types of rocks and soils based upon their appearance and simple physical properties. In addition, they will learn how soil is formed from rocks and organic matter. Children will research what fossils are, describe how they are formed and understand the information they can provide about the past</td><td><u>Forces</u>
The science focus for this half term will be forces and magnets. The children will investigate forces by making predictions and comparing the movement of various objects on a range of different surfaces. Using magnets, the children will learn how to group everyday materials based on whether they are magnetic or not and will be taught about the properties of magnets.</td></tr>
<tr><td></td><td colspan="2">Pupils will work scientifically by: Setting up simple practical enquiries, comparative and fair tests; using results to draw simple conclusions, making predictions for new values, suggesting improvements and raising further questions. They will also gather, recording, classifying and presenting data in a variety of ways to help in answering questions; and identify differences, similarities or changes related to simple scientific ideas and processes. Finally, they will record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table</td></tr>
<tr><th>SUBJECT</th><th>1st Half Term</th><th>2nd Half Term</th></tr>
<tr><td>Art & Design

Design and Technology</td><td><u>Art: Portraying Relationships (Drawing and Painting Focus)</u>
The children will investigate how illustrations, paintings, prints, photographs, and other images that include figures communicate ideas about relationships. They will express their own opinion on and compare and contrast the work of different artists. They will use their sketch books to record observations and ideas from their imagination, experimenting with tone, line and texture and beginning to use shading to show tonal light and shadow. They will use composition skills, experiment with brush techniques and colour mixing to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.</td><td><u>D&T: Textiles - Festive Felt Decorations</u>
The children will investigate a range of 3D textile Christmas decorations. They will then design their own 3D decoration, producing annotated sketches, prototypes and pattern pieces. After selecting their fabric choices and tools, they will learn to make their own Christmas decoration by securely fastening their fabrics together, before testing and evaluating their finished product.</td></tr>
<tr><td>Computing

(Taught by Mrs Giggle)</td><td><u>Email</u>
In Computing this term, children will learn how to communicate safely and responsibly using email using the Purple Mash platform. They will explore how to send, receive and reply to messages, understand the importance of online etiquette and learn how to stay safe when communicating online through a secure environment with oversight and support from the class teacher.</td><td><u>Branching Databases</u>
Children will also develop their understanding of data by creating and using branching databases. They will learn how to sort and classify information using simple yes/no questions, create their own databases, and use logical thinking to identify and organise different groups of objects, strengthening their problem-solving and data-handling skills</td></tr>
<tr><td></td><td colspan="2"><u>Online Safety</u>
Online safety is taught throughout the year and reinforced across the curriculum. During this term, children will learn how to build positive and respectful relationships online by understanding the importance of trust, permission and safe communication. They will also develop their skills in searching for information online, learning how to find reliable information and recognise the difference between facts and opinions.</td></tr>
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Geography **History**	**History: Would you prefer to live in the Stone Age, Bronze Age?** During this half term, the children will learn about changes in Britain from the Stone Age to the Iron Age. This will include looking at many aspects of daily life, such as farming, art and culture and religion, reinforcing their learning with a class trip to Celtic Harmony. The children will have the opportunity to show case their historical knowledge and understanding by writing a recount of Stone Age life, in a cross-curricular English topic (see above).	**Geography: Climate Zones** This half term, the children will learn to identify the different lines of latitude and explain how latitude is linked to climate. They will locate different climate zones using maps and atlases and explore the differences between the Northern and Southern Hemispheres. The children will compare temperate and tropical climates and explore weather patterns within a climate zone, writing their own weather forecast. They will also identify the key characteristics of different climate zones.
Music (Taught by Mr Day)	**Cello** Throughout Year 3, we will be learning to play the cello. This is our Year 3 First Access offer and will be taught in half-class groups by Mr Day, our visiting cello teacher from the Hertfordshire Music Service. The children will be learning how to make different sounds on the cello, beginning to recognise simple staff notation and experimenting with composition activities. **School Play – Performance** During the second half of the term, Year 5 pupils will develop their singing and performance skills through rehearsing and performing in the school play. They will learn to sing with increasing accuracy, expression and control, work collaboratively as part of an ensemble, and perform confidently to an audience.	
Modern Foreign Language: French	**French Greetings with Puppets** In this French unit, the children will learn how to greet someone and introduce themselves in French. They will learn to use the correct French greeting for the time of day. They will ask and answer a question about feelings in French and learn to perform a finger rhyme in French.	**French Adjectives of Colour, Size and Shape** In this second unit, the children will learn to recognise colour words in French. They will describe shapes by their colour and size and will begin to understand and recognise cognates and near-cognates.
PE (Taught by Mrs Giggle and Mrs Beesen-Smith)	**Tag Rugby** The children will be introduced to moving with the ball, passing, receiving and tagging. They will also learn how to create space when attacking and to develop their passing and moving skills. They will then learn to combine passing and moving to create attacking positions. **Dance – Weather** The children will be responding to stimuli, developing a weather themed dance into a motif. They will extend their dance skills by using more than one theme to create movements in extended sequences with a partner. They will bring their entire dance together and perform it, thinking about stage presence, rhythm, timing and sustaining character.	**Handball** The children will develop their passing, moving and receiving skills, learning how to keep possession. They will build up to playing mini games and explore the transition between attack and defence. The children will then develop their shooting skills before bringing together the suggested sequence of learning into a Level 1 tournament. **Football** The children will be introduced to dribbling skills in order to keep control and possession of the ball. They will then develop their passing and receiving skills, creating space whilst keeping possession and developing this concept into mini games and a Level 1 tournament.

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PSHE	**<u>My healthy self: How can I take care of my mind and body?</u>** During this unit, the children will start by creating a class agreement for PSHE lessons. They will then explore the connection between the mind and body by recognising and describing a wide range of emotions and feelings. They will learn how to describe how emotions can affect our bodies and to recognise how others might be feeling using clues. They will understand that our minds and bodies are connected and why sleep is important, as well as how we can sleep well. The children will identify strategies that may be helpful when dealing with strong emotions and understand how to support themselves and get help with their feelings.	**<u>Connecting with others: What helps us feel safe and included?</u>** In this unit, the children will recognise what self-respect is and why it is important. They will learn to identify their own personal boundaries and how families can spend time together and support one another. The children will learn to describe what makes a good friend and explore fair ways to respond after a falling out with a friend. They will also learn to identify what bullying is and how it might make someone feel.
RE	**<u>The life of Muhammed, God and Christmas</u>** The children will continue to explore Christianity, as well as being introduced to Islam as an additional principle religion. We will begin by exploring key symbols and artefacts and considering how these express meaning to followers. The children will learn about the life of Muhammad (PBUH) and consider how His life influences the lives of Muslims around the world today. They will explore some ways in which these religions name and describe the attributes of God, considering why people have different ideas about God, exploring how faith stories represent God and developing their own thoughts on what God is to them. In the second half term, we will consider the role of the Angels within the Nativity story, and learn about the symbolism and significance of the gifts given to Jesus at Christmas.	