

**Year 3**  
**Autumn Term 2025/2026 - Our Learning**



**Curriculum Overview - Year 3**

**English  
Reading**

**Key text: Greta and the Giants, Zoë Tucker**

Greta is a little girl who lives in a beautiful forest threatened by Giants. When the Giants first came to the forest, they chopped down trees to make houses. Then they chopped down more trees and made even bigger homes. The houses grew into towns and the towns grew into cities; now there is hardly any forest left. Greta knows she has to help the animals who live in the forest, but how? Luckily, Greta has an idea...

By the end of this unit, pupils will learn that a summary is a brief overview of a text. They will learn how real events can be presented as a narrative and retrieve key details by reading closely.

**Key text: The Pebble in My Pocket, Meredith Hooper (Curriculum Link- Science, History)**

Where do pebbles come from? How were they made? Written in chronological order, this book features a timeline which encourages pupils to make links between key periods of history. Pupils come to know that every pebble in the world is different from every other pebble. Every pebble has its own story from the moment the Earth first formed, to the moment you pick it up and put it in your pocket.

By the end of this unit, pupils will learn to use strategies for scanning and retrieval. They will learn about the difference between fact and opinion and identify details from a text accurately and efficiently as well as making links with our Science and History curriculum this term.

**Key text: Leon and the Place Between, Angela Mc Allister (Curriculum Link- English)**

Wanting to prove to his brothers and sister that magic really does exist, Leon volunteers to be in Abdul Kazam's magic show and gets transported to a mysterious world filled with rabbits, doves, playing cards and magician's assistants. If a magician can make something disappear, it will end up in the Place Between!

By the end of this unit, pupils will learn the similarities and differences between picture and chapter books. They will learn that inference combines evidence from the text and personal experience to make a conclusion. They will learn how to find evidence to support a given inference.

	<p><b>Key text: ‘Twas the Night before Christmas’ (Anon) (Curriculum Link- RE)</b></p> <p>The Night Before Christmas is a poem which tells the story of how a father witnesses a visit from St. Nicholas while the rest of the family sleeps. The father watches as St. Nicholas fills the waiting stockings with presents and with a conspiratorial glance exchanged between them, St Nicholas leaves as he enters, via the chimney.</p> <p>By the end of this unit, pupils will learn to comment on poetic effects and use inference skills to gain meaning from a range of texts.</p>
<p><b>English Writing</b></p>	<p><b>Writing: Poetry (about emotions), first person narrative descriptions, non-chronological reports, formal letters to complain, dialogue through narrative (historical stories) and performance poetry (including poetry from other cultures)</b></p> <p>Pupils will learn to write poetry on the theme of emotions. They will prepare and perform narrative poems and make connections between them. Pupils will learn about first person narrative description, in order to build atmosphere through a precise selection of vocabulary. Pupils will be writing a non-chronological report about life in the Stone Age, linking to their history curriculum this term. Pupils will learn how to write formal letters to complain about real-life situations that impact them. They will learn how to write dialogue through narrative while writing a historical story set in the Iron Age. In addition, they will focus on performance poetry, including poems from other cultures. Pupils will focus on planning, drafting and editing in each of the writing units.</p>
<p><b>Mathematics</b></p>	<p><b>Pupils will learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● Number sense and exploring calculation strategies</li> <li>● Place value</li> <li>● Graphs</li> <li>● Addition and subtraction</li> </ul>
<p><b>Science</b></p>	<p><b>Rocks (Curriculum Link - History)</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Sort and classify different rocks</li> <li>● Understand how rocks are formed</li> <li>● Compare and group rocks based on their simple physical properties</li> <li>● Describe how fossils are formed</li> <li>● Understand how soil is made</li> </ul>

	<p><b>Light</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>● Recognise different light sources</li> <li>● Recognise how light travels</li> <li>● Recognise that humans need light in order to see things and that dark is the absence of light</li> <li>● Understand that light is reflected from surfaces</li> <li>● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>● Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>● Find patterns in the way that the size of shadows change</li> </ul>
<p><b>Art</b></p>	<p><b>Art Strand: The Natural World: Drawing &amp; Sculpture - Stone Age Art (Curriculum Link- History)</b></p> <p>Pupils will look at the Chauvet Cave (also known as Chauvet-Pont d'Arc) and will compare this Palaeolithic cave with Stonehenge. Pupils will create observational drawings using oil pastel and chalks. They will make a 3D structure of Stonehenge using clay and modelling tools. Pupils will learn about the work of Barabara Hepworth through 'looking at art, talking about art', giving personal and verbal opinions about it. Pupils will draw sculpture designs in the style of Hepworth. They will identify and draw 2D and 3D geometric shapes in nature and the world around them and demonstrate further shading tones.</p>
<p><b>Computing</b></p>	<p><b>Computer Systems and Network Connecting Computers</b></p> <p>This term pupils will develop their understanding of digital devices, with an initial focus on inputs, processes and outputs. They will also compare digital and non-digital devices. Pupils will learn about computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. They will learn about the benefits of connecting devices in a network.</p> <p><b>Programming Scratch - Sequencing in Music</b></p> <p>Later in the term, pupils will learn sequencing in programming through Scratch beginning with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. They will learn how to apply stages of program design throughout this unit.</p>

<p><b>Design and Technology (DT)</b></p>	<p><b>Mechanical systems: levers and linkages (Curriculum Link- Science)</b></p> <p>Pupils will learn how levers provide a mechanical advantage by creating a force that can move a load with minimal effort. They will identify the components of a lever: fulcrum, effort and load. They will learn how to identify the load, fulcrum and effort in three classes of lever and will construct their own catapult.</p>
<p><b>Foreign Languages (German)</b></p>	<p><b>Introduction to German: Greetings and animals</b></p> <p>Pupils will consider their own language abilities and why they are learning German. They will find out where in the world people speak German, linking with their mapwork in Geography, before moving on to how to greet people and introduce themselves, including reference to their feelings. In this introductory stage, the focus is mainly on oral and aural work using puppets, songs and games, supported by very specific attention to special German phonics.</p> <p>Pupils will be introduced to different wild and pet animal characters, giving them the opportunity to learn more about basic German phonics. Through the book 'Gute Nacht Gorilla,' pupils will learn the names of some zoo animals and follow this with starting to learn basic words using picture dictionaries. They will write very simple phrases, as well as gain an understanding of the different genders of German nouns. Pupils will finish the unit by creating their own very simple German story.</p> <p>As a link to the end of term RE topic, pupils will look at key parts of the Nativity story in German and they will use some of the important German words and symbols to make a decoration.</p>
<p><b>History</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age (Curriculum Link- Science, English Reading and English Writing)</b></p> <p>Pupils will learn how to use a range of sources to find out about the Stone Age period, including comparing life in the Stone Age, Bronze Age and Iron Age to the present day. Pupils will explore homes, clothing, food and the way of life of people during these three periods of time. They will investigate the importance of artefacts and archaeology to preserve historical information. Pupils will also investigate evidence from these periods in the local area of Hillingdon and across Britain.</p>
<p><b>Geography</b></p>	<p><b>Counties and Regions of the United Kingdom</b></p> <p>Pupils will learn about the regions and countries in the UK. Pupils will learn that England, Northern Ireland, Scotland and Wales are the four countries that make up the UK. They will learn the capital cities of the UK: London, Belfast, Edinburgh and Cardiff. They will learn to locate these four countries and capital cities on a map. Pupils will find out about the physical and human landmarks of the United Kingdom.</p>

<p><b>Music</b></p>	<p>Hillingdon Primary School works in partnership with <a href="#">Sing Education</a> to deliver the music curriculum.</p> <p><b>Glockenspiel</b></p> <p>Pupils will build upon their previous learning on the glockenspiel and the pupils’ knowledge of pitch, pulse and rhythm. After reinforcing pitches and rhythms through songs and games, pupils will learn to apply these skills to playing the glockenspiel. Pupils will develop their performance skills and confidence.</p> <p><b>Music Around the World</b></p> <p>Pupils will explore the music of different countries learning about the culture and music of that country, learning a traditional song and in some cases using the native language. Through singing games and singing folk songs, pupils will build upon what they have learnt on the glockenspiel and continue to develop the key elements of music. They will explore music from the Caribbean, Ireland and the USA.</p>
<p><b>PE</b></p>	<p><b>Real Gym: Travel and Rotation</b></p> <p>Pupils will work on travelling and footwork patterns linking with our personal unit. They will develop their individual skills and challenge themselves. Pupils will develop the technique of control and balance in a range of gymnastic skills.</p> <p><b>Football</b></p> <p>Pupils will learn to dribble a football keeping the ball under control and begin to dribble the ball with different parts of their feet. They will understand how to pass a ball using the inside of their feet and begin to pass the ball when under pressure.</p> <p><b>Coordination &amp; Agility (Sending and Receiving, Reaction and Response)</b></p> <p>Pupils will be able to react quickly and catch with one or two hands. They will explore sending a ball accurately using different techniques. They will select and apply a range of skills with control.</p> <p><b>Netball</b></p> <p>Pupils will begin to understand the basic rules of Netball. They will be able to use the three passes of Netball in isolation and begin to use these when under pressure. Pupils will begin to develop their decision making skill when participating in a variety of games. Pupils will link actions together and recognise similarities and differences in different activities. Pupils will play competitive games to use their skills effectively.</p>

<b>Personal Development</b>	<p><b>Being Me in My World</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Understand and appreciate both friendships and relationships</li> <li>• Set personal goals and pledges linked to this term's theme</li> <li>• Know about each other's choices of beliefs, including the importance of making and changing rules, as well as what forms a community</li> </ul>
	<p><b>Celebrating Difference</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Understand that conflict is a normal part of relationships</li> <li>• Know why families are important and understand that everybody's family is different</li> <li>• Learn about problem-solving techniques involved in bullying situations and understand that a witness to bullying can make the situation worse or better based on what they do.</li> </ul>
<b>Religious Education (RE)</b>	<p><b>Hinduism: Beliefs and Value</b></p> <p>Key Questions: How can Brahman be everywhere and in everything? Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>We explore the concept of Beliefs and Value in this unit. Pupils will describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. They will describe some of the ways Hindus celebrate Diwali and start to explain how they think Hindu children might feel during Diwali.</p>
	<p><b>Christianity : The Christmas story</b></p> <p><b>Key Question: Has Christmas lost its true meaning?</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Understand what the true meaning of Christmas is to Christians and compare this to what Christmas means to them</li> <li>• Talk about whether this involves giving and receiving gifts</li> <li>• Explain the Christian belief that Jesus was God in human form and explore why Christians believe God gave Jesus to the world</li> </ul>