

Year 3
Spring Term 2025/2026 - Our Learning



Curriculum Overview - Year 3

English Reading

Key text: Sam Wu is Not Afraid of the Dark by Katie and Kevin Tsang

Summary: The book centres around Sam Wu trying to prove that he is not afraid of the dark which proves challenging when he is sent on a camping trip. Convinced that all sorts of dangers, from aliens to wolves, are hiding in the dark, he sets out his plan to protect everyone from possible attacks. The chaotic illustrations amplify the humorous situations that Sam and his friends find themselves in as they try to execute his plan. It is easy to relate to this book as a fear of the dark is a common fear among children. It forms part of a series of books about conquering fears and will encourage pupils to explore other titles in the series. By the end of this unit, pupils will learn to use strategies to describe the effectiveness of a layout technique and identify evidence to support an inference.

Key text: Operation Gadgetman by Malorie Blackman

Summary: This book follows Beans and her friends' journey to rescue her inventor father. Beans' father invented a machine that can empty ATMs and as a result was kidnapped by some thugs who want the invention for themselves. Armed with the special Gadgetman Spy Kits and Animal Crunchies, Beans and her friends set out on their rescue mission and what follows is a thrilling adventure packed with suspense and excitement. There is a clever twist at the end. By the end of this unit, pupils will learn how an author creates tension as well as understanding how to empathise with a character.

English Writing

Writing: Third person narrative, non-chronological reports, instructional writing, first person narrative description, performance poetry (including poetry from other cultures).

Pupils will focus on a range of writing techniques. When writing in the third person, they will use a range of descriptive writing techniques as well as build atmosphere through their choice of vocabulary. When writing in the third person, pupils will focus on writing in the past tense. When writing a non-chronological report, pupils will learn how to use paragraphs to organise information in addition to using a variety of sentence structures. With their understanding of imperative verbs and adverbials for time and manner, pupils will complete instructional writing. When revisiting first person narratives, pupils will increase their understanding by describing a setting in detail as well as using coordinating conjunctions. To end the Spring Term, they will learn how to use key poetic devices including onomatopoeia, rhyme and repetition.

<p>Mathematics</p>	<p>Pupils will learn about the following topics:</p> <ul style="list-style-type: none"> • Multiplication and division • Calculating with multiplication and division • Time • Fractions
<p>Science</p>	<p>Forces and Magnets</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Understand what a force is • Observe how magnets attract and repel each other • Describe magnets • Compare how things move on different surfaces <p>Animals including humans (Curriculum Link - Personal Development)</p> <p>Year 3 pupils will begin their learning on the animals including humans unit, which will continue into the Summer term.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • animals (including humans) have skeletons and muscles for support, protection and movement • animals (including humans) adapt • animals need the right types and amount of nutrition • animals cannot make their own food and they receive nutrition from what they eat
<p>Art</p>	<p>Art Strand: Portraiture: Drawing - Ancient Roman Art (Curriculum Link - History)</p> <p>In this unit pupils will look at portraits, being curious about Roman portraiture, by looking, talking and imagining. Using their sketchbooks they will explore a variety of drawing starting points (stimuli) of Roman emperor images from the Getty museum. They will begin to develop drawing knowledge using their sketchbooks to refine and develop skills adding shading in the right areas to create the illusion of depth and enhance the quality of their 2D drawings of a Roman Emperor's statue. They will look at a range of Roman footwear discovered by archaeologists at Vindolanda fort, on Hadrian's Wall, in Northumberland and design and create their own Roman style shoe, with the stipulation that it has to fit their foot at the end of the making session. They will evaluate what they need to do to improve and that all artists do this.</p>

	<p>Art Strand: The Natural World: Drawing & Painting - Ancient Roman Art (Curriculum Link - History)</p> <p>In this unit pupils will use their sketchbooks to draw, using graphite pencils and ink pens, a cityscape of the ancient Roman city of Pompeii, inspired by the artist Stephen Wiltshire, a British architectural autistic artist who is known for his ability to draw a landscape from memory after seeing it just once. They will discuss how a person's experiences and backgrounds may impact an artist's work. Pupils will create sketches of volcanoes inspired by Nick Rowland, using oil pastels and chalks to capture vivid colours and learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes their artwork.</p>
<p>Computing</p>	<p>Branching databases (Curriculum Link - Maths)</p> <p>This term pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. They will display and retrieve information in the context of pictograms making links with previous learning and reinforcing collecting data and statistics that was covered in mathematics in Autumn 2. Pupils will create physical and on-screen branching databases.</p> <p>3D Design (Curriculum Link - Maths/ Personal Development)</p> <p>Later in the term, pupils will learn to make links between real life objects and objects in the 3D world. They will learn how to add objects and they will learn how to use the align and group tool. They will discuss different projects to explain whether they are printable or not on the 3D printer and finally they will create their own personalised keyring design with their name and a unique symbol reflecting their identity as a project.</p>
<p>Design and Technology (DT)</p>	<p>Structures (Curriculum Link - History)</p> <p>Pupils will be developing their understanding of strength in structures by creating bridges. Pupils will work collaboratively to create their structures and will be provided with an opportunity to identify the strengths and weaknesses in their completed bridge.</p>

<p>Foreign Languages (German)</p>	<p>Colours and Numbers Using the art work of Swiss-German artist, Paul Klee, pupils will learn the words for the colours in German and how to ask questions and make statements using them. They will continue to develop their phonics knowledge and learn fun songs to help them read and write the new words. Pupils will learn their numbers in German and consolidate their learning with games and a close look at the book, 'Eins, zwei, drei Tier,' by Nadia Budde, to build their phonics understanding. They will learn how the basic English number and colour words are closely linked to German through Anglo-Saxon English.</p> <p>The Romans in Germany To link with their history curriculum, pupils will look at the impact the Roman Empire had on Germany and learn some German topic words.</p>
<p>History</p>	<p>The Roman Empire and its impact on Britain (Curriculum Link - Art) Pupils will learn about the expansion of the Roman Empire: understanding the role of power, invasion and civilisation and how and why the Romans took over Britain. Pupils will explore Roman technology, their way of life, religion, architecture and the arts. Pupils will also investigate how Britain changed under Roman rule and the impact Roman rule had on Britain. Their learning will be enriched by our trip to the Verulamium Museum in St Albans.</p>
<p>Geography</p>	<p>Fieldwork and Map skills Pupils will learn the 8 compass points and will continue to build their knowledge of the United Kingdom and the wider world. They will develop their learning about human and physical features, specifically settlement, trade, travel and recreation in the United Kingdom. Pupils will also identify human and physical features using a map and present these features in the local area using a range of methods, including sketch maps, plans and graphs.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum. The school's subject leader oversees the music curriculum and our work with Sing.</p> <p>This term our themes are:</p> <ul style="list-style-type: none"> ● Ensemble skills 1: Call and response. ● Composition skills 1: Pitch, rhythm and structure.

<p>PE</p>	<p>Net and wall games: Badminton</p> <p>Pupils will know the correct way to hold a badminton racket and balance an object on my racket. They will develop their shot playing by playing a clear shot and serving towards an opponent.</p> <p>Fitness</p> <p>Pupils explain why we need to warm up and cool down. They can feel their pulse and record their heart rate. Pupils will feel and discuss what exercise does to their body. They will take part in numerous fitness activities including a circuit.</p>
	<p>Net and wall games: Tennis</p> <p>During net and wall games, pupils develop stance and balance when moving - used in both cognitive and net and wall games. They learn different shots in isolation and then put them into competitive games. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Dance</p> <p>Pupils control their bodies and body movements by linking actions together with fluency. They develop flexibility, strength, technique, control and balance & perform dances using a range of movement patterns.</p>
<p>Personal development</p>	<p>Dreams and Goals</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Recognise difficulties and challenges in achieving success ● Recognise their dreams and ambitions ● Understand how to manage their feelings ● Recognise how to share their success
	<p>Healthy me (Curriculum Link - Science)</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Exercise and how it affects their body ● Keep safe (online and offline) ● Make healthy and safe choices
<p>Religious Education (RE)</p>	<p>Christianity: Easter</p> <p>Key Question: What is ‘good’ about Good Friday?</p> <p>Pupils will learn to:</p>

- Understand key events in the Easter story
- Explain why Jesus' crucifixion symbolises hope for Christians