

Year 3
Summer Term 2025/2026 - Our Learning



Curriculum Overview - Year 3

English Reading	Dancing Bear by Michael Morpurgo This is a story about a girl who finds a bear cub. She asks her grandfather to keep him. Following an incident with a local boy, the people in the local village want the bear to be sent away. Soon after, a cage is built in the village and all seems normal until a film crew arrives. This story is filled with twists and turns and has an emotional ending.
	The Great Food Bank Heist by Onjali Q. Rauf Pupils will learn about the tales of Nelson, Ashley and their mum. They head to the food bank every Thursday and Nelson thinks this is the best kind of bank there is. However, there is a thief in town and the shelves of the food bank get emptier every day. Nelson needs to make them stop for the sake of his and everyone else's families. Can he and his friends really be the ones to catch the food bank robber?
English Writing	Third person narrative; Formal letters to complain; Dialogue through narrative; Poetry on a theme (emotions); Instructional writing. Pupils will be using similes, metaphors and descriptive devices to complete their third person narratives as well as revisiting regular and irregular past tense verbs. When writing formal letters, they will consider their audience to ensure they have used the correct perspective. Pupils will also extend their understanding of punctuating dialogue to tell the events in a story. They will be able to recognise and use assonance, repetition and rhyme when performing a poem. Pupils will use adverbials to add detail to a set of instructions, whilst maintaining a formal tone.
Mathematics	Pupils will be covering the following topics: <ul style="list-style-type: none">● Fractions● Angles and shapes● Measures● Applying multiplicative thinking● Exploring calculation strategies and place value

<p>Science</p>	<p>Plants</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Identify and describe the functions of different parts of flowering plants. ● Experiment to explore the best conditions for life and growth. ● Look at how the requirements of different plants vary. ● Investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and how seeds travel. ● Learn how plants make food and how plants provide good nutrition for humans and other animals.
<p>Art</p>	<p>Art Strand: World Art. Drawing & Printing - Indian Art Mandala</p> <p>Curriculum Links: R.E. Hinduism</p> <p>Using sketchbooks, pupils will be studying the work of Prasun Balasubramaniam, a self-taught Mandala artist and illustrator who comes from Salem, Tamil Nadu, in India. We will look at her intricate, vibrant and vivid artworks and pupils will create their own geometric designs and patterns. Using observational drawing as a starting point, pupils will think about why the work was made, and how. We explore how ideas translate and develop through different mediums (i.e. a drawing in pencil or a drawing in charcoal). We trace back the history of Mandalas to ancient Buddhism and Hinduism. We will think about what Mandalas require: intense focus and attention to the present moment, which induces mindfulness. We will explore the use of symmetry, geometric shapes and repeating patterns in Mandala printing designs. Using sketchbooks to inform their learning, pupils will transfer their designs to a 3D form using mixed media. We will take photographs of pupils' final pieces as a way to re-see, reflect and evaluate artwork.</p>
<p>Computing</p>	<p>Desktop publishing</p> <p>Curriculum Subject Links: Geography and English</p> <p>Pupils will use desktop publishing to create a non-chronological report on famous London landmarks which link to our Geography unit on the study of the United Kingdom. They will add 'text' and 'images' to engage the reader with eye-catching features. Pupils will be asked to consider carefully their choices of font size, colour and type to edit and improve their work. We introduce the terms 'templates', 'orientation', 'placeholders' and begin to explore how these can support pupils in making their own template for their report. We will explore a range of page layouts, thinking carefully about which would be most effective, and evaluate how and why desktop publishing is used in the real world.</p>

	<p>Programming: Microbits - Inputs in games Curriculum Subject Link: Foreign Languages</p> <p>Building on their previous learning on programming, pupils will use a micro:bit to create a German numbers flashcard game. Pupils will learn how to sequence blocks correctly to create animations that we can then see on a physical device. They will use the three inputs on their micro:bit to program them in a way that is interactive. They will plan what each input will do and then implement it in their program.</p>
<p>Design and Technology (DT)</p>	<p>Cooking and Nutrition: Adapting a recipe Curriculum Links: Science - Animals Including Humans</p> <p>Pupils will investigate the nutritional value of various ingredients and the effect on our physical and mental health; they will learn to identify foods that should be eaten in moderation and look at ways to create a more balanced diet to benefit our body and mind. They will then design and make a noodle salad.</p>
<p>Foreign Languages (German)</p>	<p>Poetry and Rhymes</p> <p>To consolidate their learning this year, pupils will be learning some number rhymes, looking at the rhyming patterns and learning them off by heart to perform aloud to the class, with a focus on securing their German phonics. Pupils will consolidate their understanding of how nouns work in German, with a particular focus on gender.</p> <p>Writing a story</p> <p>Using the book, 'Seine eigene Farbe' by Leo Lioni, pupils will revise colours, numbers and animals, build on their knowledge of nouns (including plurals) and then create their own versions of the story.</p>
<p>Geography</p>	<p>OS Map skills and Fieldwork</p> <p>Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. They will also observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum. This term our themes are:</p> <p>Exploring musical theatre: Forte and piano. Becoming Musicians 1: Dynamics and Tempo.</p>

Physical Education (PE)	Footwork and jumping skills Pupils will learn to move with fluent and smooth movements. They will develop their jumping and landing techniques and practise applying these when playing a game. To further develop their coordination, pupils will explore using opposing legs and arms when moving.
	Athletics Pupils will use different types of jumping, working with others to improve their own and each other's work. They will use running, jumping and throwing in isolation and in combination.
	Coordination & Agility (Ball chasing & Ball skills) Pupils will move a ball with control and speed around different parts of their body. When retrieving a ball, they will practise keeping their balance and be able to do this at speed.
	Striking and Fielding Pupils will learn how to throw a ball in different ways and discuss some of the basic fitness components. They will develop different batting techniques using a variety of different equipment. They will play competitive games, modified where appropriate.
Personal Development	Relationships Pupils will learn to: <ul style="list-style-type: none"> ● Recognise how to make friends, such as taking turns and being a good listener. ● Understand how to solve friendship problems when they occur. ● Show respect in how they treat others. ● Know and use strategies to keep themselves safe online. ● Understand how their needs and rights are shared by children around the world. ● Recognise how to express appreciation to friends and family.
	Changing Me Pupils will learn to: <ul style="list-style-type: none"> ● Understand that everyone is unique and special. ● Express how they feel when change happens. ● Understand and respect the changes that they see in themselves and other people.

	<ul style="list-style-type: none">● Know the correct terminology for body parts and learn about respecting private body parts.● Know who to ask for help if they are worried about change.
Religious Education (RE)	<p>Hinduism: Key questions for this unit are: Would visiting the River Ganges feel special to a non-Hindu? Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none">● Explore ideas about God and understand that Brahman is one but can be worshipped in many different forms.● Understand the idea behind the cycle of life.● Explore the teachings and the important stories such as Rama and Sita.● Look at responses from a believer such as the importance of respect for life in all its forms.● Discuss festivals and celebrations (e.g. Diwali).● Look at places of worship that are important to Hindus such as the family shrine and Puja in the Mandir.