Year 3 Curriculum Map: 2025 - 2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**The Stone Age to the Iron Age**		**The Romans**		**The Great Outdoors + The Wider World**	
English	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Narrative Focus Text: Mini-Rabbit Not Lost Poetry Focus Text: Words are Ours and The Magic Box	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Fable Focus Text: The Koala Who Could, The Lion Inside and The Squirrel that Squabbled Non-Chronological Report Focus Text: Incredible Jobs You've (Probably) Never Head Of	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Narrative Focus Text: Alice in Wonderland Persuasion Speech Focus Text: Stella and the Seagull	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Narrative Focus Text: Jabari Jumps, The Proudest Blue and Ralph Tells a Story Poetry Focus Text: Love that Dog	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Persuasive Letter Focus Text: Speak Up, Look Up and Clean Up! Instructions Focus Text: Neil Gaiman's Instructions and Wolf in the Snow	**Reading** Whole class guided reading. Reading interventions where applicable. **Writing** Non-Chronological Report Focus Text: Atlas of Adventures Narrative Focus Text: Iron Man Poetry Focus Text: Poems Aloud and Smile Out Loud

Mathematics	**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 1000 Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimating on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s **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 a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) 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	**Multiplication and division B** 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 centimetres and millimetres Metres, centimetres and millimetres Equivalent lengths (metres and centimetres) Equivalent lengths (centimetres and millimetres) Compare lengths Add lengths Subtract lengths What is perimeter? Measure perimeter Calculate perimeter **Fractions A** 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	**Fractions B** Add fractions Subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount **Measure: Time** Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes – use start and end times Hours and minutes – use durations Minutes and seconds Units of time Solve problems with time **Geometry: Shape** Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shapes **Measure: Money** Pounds and pence Convert pounds and pence Add money Subtract money Find change

	Make decisions ***Multiplication and division A*** *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*		*Equivalent fractions on a number line* *Equivalent fractions as bar models* ***Measure: Weight and capacity*** *Use scales* *Measure mass in grams* *Measure mass in kilograms and grams* *Equivalent masses (kilograms and grams)* *Compare mass* *Add and subtract mass* *Measure capacity and volume in millilitres* *Measure capacity and volume in litres and millilitres* *Equivalent capacities and volumes (litres and millilitres)* *Compare capacity and volume* *Add and subtract capacity and volume*		***Statistics*** *Interpret pictograms* *Draw pictograms* *Interpret bar charts* *Draw bar charts* *Collect and represent data* *Two-way tables*	
Science	***Forces and magnets*** *Compare how things move on different surfaces.* *Notice that some forces need contact between two objects, but magnetic forces can act at a distance.* *Observe how magnets attract or repel each other and attract some*	***Light and Dark*** *Recognise that they need light in order to see things, and that dark is the absence of light.* *Notice that light is reflected from surfaces.* *Recognise that light from the sun can be*	***Rocks and fossils*** *Compare and group together different kinds of rocks based on their appearance and simple physical properties.* *Describe in simple terms how fossils are formed when things that have lived are trapped within rock.*	***Animals Humans + Nutrition*** *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.*	***Animals Humans + Parts of the Body*** *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*	***Plants*** *Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.* *Explore the requirements of plants for life and growth (air, light,*

	materials and not others. *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.* *Describe magnets as having two poles.* *Predict whether two magnets will attract or repel each other, depending on which poles are facing.*	*dangerous and that there are ways to protect their eyes.* *Recognise that shadows are formed when the light from a light source is blocked by an opaque object.* *Find patterns in the way that the size of shadows change.*	*Recognise that soils are made from rocks and organic matter.*			*water, nutrients from soil, and room to grow) and how they vary from plant to plant.* *Investigate the way in which water is transported within plants.* *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*
Computing	***<u>We are programmers</u>*** *Programming an animation on Scratch.*	***<u>We are bug fixers</u>*** *Finding and correcting bugs on Scratch.*	***<u>We are presenters</u>*** *Videoing a presentation against a green screen.*	***<u>We are who we are</u>*** *Creating presentations about ourselves on google slides.*	***<u>We are co-authors</u>*** *Producing on Wikipedia*	***<u>We are opinion pollsters</u>*** *Collecting and analysing data on google forms.*
History	***<u>The Stone Age to the Iron Age</u>*** *I can place the time studied on a timeline from Stone age to Iron age. (Use dates and terms related to the study unit and passing of time)* *I can explain why Stonehenge was built.*		***<u>The Roman Empire</u>*** *I can identify and explain when and why Romans invaded.* *I can sequence events explaining why Celts took on the Romans and retell the story of Boudicca.*		***<u>Local history</u>*** *I can identify locally important historical buildings from looking at pictures.*	

	I can compare diets from the Stone age to our life today. *I can find out about everyday lives exploring housing in the Stone age and Iron age.* *I can identify reasons for and consequences of people's actions.*	*I can use a range of sources explaining why Romans are so powerful.* *I can explain how the Roman Lifestyle was represented.* *I can use different sources of information. (The library and internet to explore why the Roman Empire ended. Distinguish between different sources, comparing different versions of the same story)* *I can select and record information on how the Romans influenced todays' way of life.*	*I can make links between significant local people in history and historical buildings.* *I can recognise historical features of Buntingford.* *I can begin to understand how Buntingford developed and grew into the town it is now from looking at significant people.*
Geography	***Why do people live near volcanoes?*** *Learning how the Earth is constructed, about tectonic plates, and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.*	***Who lives in Antarctica?*** *Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this affects the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.*	***Are all settlements the same?*** *Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.* ***How can we use plastic more sustainably?*** *Exploring the use of plastics, children learn the difference between reusable and single-use plastics. Then explore how the waste reduction hierarchy of Reduce, Reuse and Recycle can be applied to single-use plastics before taking action using **one** of these sustainability strategies (choose one of the lesson options).*

Art	***Colour Mixing – Anita-Pearl Ankor*** *Create a painting in the style of the focus artist using colour-mixing skills.* ***Celtic knots*** *Draw a Celtic knot using pencil skills.*		***Drawing Techniques- Shell/ Fossil*** *Draw a shell or fossil using pencil skills.* ***Roman mosaics*** *Create a roman mosaic using patterns and symmetry skills.*		***Clay Pots*** *Create a clay pot using clay-moulding skills.* ***Orla Kiely – pattern*** *Draw a pattern in the style of the focus artist using colour-mixing skills.*
DT	***Projects on a Page- Levers and linkages*** *Design and make a Christmas card.* *Links to: Christmas*		***Projects on a page: 2-D shape to 3-D product*** *Design and make a purse.*		***Food technology: healthy and varied diet*** *Design and make a wrap, pitta pocket or toastie.*
RE	***GOD as a creator*** *I can recognise creation and fall as the start of the big story of the Bible.* *I make clear links between Genesis 1 (creation & fall story) and what Christians believe about God and creation.* *I can identify what the story tells Christians about God.*	***INCARNATION*** *I know Christians believe that God is a Trinity: Father, Son and Holy Spirit.* *I know Christians believe the Father creates; he sends the Son who saves his people (saviour); the Son sends the Holy Spirit to his followers as a guide.*	***GOSPEL*** *I can identify the meaning of the words 'gospel' and 'disciple'* *I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'* *I can offer suggestions about what actions towards the*	***SALVATION*** *I can place Holy Week on the timeline of the Bible's big stories and discuss the main events.* *I can offer suggestions as to which cross might be associated with each part of the Easter story.* *I can offer suggestions for what the texts about the entry into Jerusalem and the*	***SIKHIM*** *I can identify the Sikh Holy Book as a teacher.* *I know the word guru means teacher of the light.* *I can recall three facts about Guru Nanak.* *I can explain the Sikh idea of one God and the concept of equality.* *I can identify the purpose of the 5Ks is to make Sikhs visible and proud of their identity.*

	I can identify ways in which we can look after the world. I can reflect on my favourite things about the world (awe and wonder). I can talk about Noah and the promise (covenant) God made.	I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I understand Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.	leper might mean for a Christian Make simple links between Bible texts and the concept of 'Gospel' (good news). I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus's teaching Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some of their own ideas clearly	death and resurrection of Jesus might mean to some Christians. I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of my own ideas clearly.	I can identify two ways in which Sikhs put their idea of equality into practice (sewa & langar).	
PSHRE	***New Beginnings*** I can help devise a class charter based on Layston's 3 Golden Rules. I can identify gifts, talents and positive characteristics in myself and others. I can identify strong feelings and how to deal	***Friendship*** I can identify between fact and opinion. I can identify ways to make and keep friends. I can identify qualities of healthy relationships.	***Going for Goals*** I can identify and work on a goal using WOOP strategy. I can identify what equality is and understand some ways to support equality. I understand the importance of practicing	***Good to be Me*** I can identify ways to keep healthy, including what a balanced diet looks like. I can identify unhealthy life choices and why they are bad for us. I can identify what to do in an emergency in and out of school.	***Relationships*** I can identify ways to take responsibility. I can manage peer pressure. I understand how to be safe online.	***Changes*** I can identify how babies and young are protected, nurtured and cared for. I can identify the difference between survival and thriving and what I need to survive/thrive.

	with them appropriately – anxiety, anger, excitement. I can identify ways to establish & maintain happy playtimes. I can identify the qualities of a good friendship. I know how to be safe on line.	I can identify ways to make up after falling out. I know the difference between bullying and teasing. I know what active bystander means and give examples of what to do (use support networks, talk).	gratitude to manage disappointment.	I am learning healthy ways to manage uncomfortable feelings (anxiety/worry and anger/frustration). I can discuss some of the Five Ways to Wellbeing.	I understand the importance of equality. I know how to make wise choices.	I can identify how our bodies change as we grow and recognise personal space. I know what prejudice is and can challenge stereotypes and prejudice. I can identify my needs for transition and which adults I trust (support networks).
PE	Fundamentals Y3 Gymnastics	Dance Ball Skills	Yoga Hockey	Tennis Netball	Cricket Outdoor Adventurous Activities	Rounders Athletics
French	**I'm learning French** Say hello and goodbye, using different greetings for different situations Introduce themselves and say how they are feeling Count to 10 Say how old they are Identify colours Ask and answer simple questions	**Animals** Identify and say 10 different animals Introduction to je suis… Say that un/une relate to masculine and feminine nouns	**Instruments** Identify and say 10 different instruments Introduction to je joue (I play) Consolidation of un/une	**I can (je peux)** Identify 10 different activities Add je peux to what they can do Reading and listening exercises	**Fruits** Identify and say 10 different fruits in the singular form Changing singular words to plural words Introducing a positive/negative opinion.	**Vegetables** Identify and say 10 different vegetables Adding detail to sentences Consolidating all language taught in an extensive role

Music	*Recognise the difference between formal and informal language*					
	Recorders *The Celts – rhythms and folk music* *Harvest*	***Recorders*** *Notation* *Listening focus: Disco and Funk* *Christmas Production*	***Recorders*** *Ten Pieces initiative – Class Orchestra/ Body Percussion*	***Recorders*** *Roman Raps and Space - Garageband* *Easter*	***Recorders*** *The Wider World India – Music and Dance*	***Recorders*** *The Great Outdoors* *Timbre and Texture* *Listening focus: Romantic period*