



Hare Class - Year 3 - Curriculum Map: 2026 - 2027



Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Stone Age to the Iron Age		The Romans		The Great Outdoors + The Wider World	
	<u>Reading - whole class guided reading</u>	<u>Reading - whole class guided reading</u>	<u>Reading - whole class guided reading</u>	<u>Reading - whole class guided reading</u>	<u>Reading - whole class guided reading</u>	<u>Reading - whole class guided reading</u>
English	Fiction: <i>Flat Stanley</i> by Jeff Brown Non-fiction: <i>A Ticket around the World</i> by Natalia Diaz <i>Access to RWI Phonics where applicable.</i>	Fiction: <i>The Boy with the Bronze Axe</i> by Kathleen Fidler Non-fiction: <i>DK Find Out: Stoneage</i> <i>Access to RWI Phonics where applicable.</i>	Fiction: <i>Escape from Pompei</i> by Christina Balit Non-Fiction: <i>Earth Shattering Events</i> by Robin Jacobs <i>Access to RWI Phonics where applicable.</i>	Fiction: <i>Across the Roman Wall</i> by Theresa Breslin Non-fiction: <i>The Roman News</i> <i>Access to RWI Phonics where applicable.</i>	Fiction: <i>The Butterfly Lion</i> by Michael Morpurgo Non-fiction: <i>Who owns these bones?</i> <i>Access to RWI Phonics where applicable.</i>	Fiction: <i>Wildsmith Into the Dark Forest</i> by Liz Flanagan Non-fiction: <i>All about plants</i> <i>Access to RWI Phonics where applicable.</i>
	<u>Writing Narrative</u> Focus Text: <i>Mini-Rabbit Not Lost</i> <u>Poetry</u> Focus Text: <i>Words are Ours and The Magic Box</i>	<u>Writing Fable</u> Focus Text: <i>The Koala Who Could, The Lion Inside and The Squirrel that Squabbled</i> <u>Non-Chronological Report</u> Focus Text: <i>Incredible Jobs You've (Probably) Never Head Of</i>	<u>Writing Narrative</u> Focus Text: <i>Alice in Wonderland</i> <u>Persuasion Speech</u> Focus Text: <i>Stella and the Seagull</i>	<u>Writing Narrative</u> Focus Text: <i>Jabari Jumps, The Proudest Blue and Ralph Tells a Story</i> <u>Poetry</u> Focus Text: <i>Love that Dog</i>	<u>Writing Persuasive Letter</u> Focus Text: <i>Speak Up, Look Up and Clean Up!</i> <u>Instructions</u> Focus Text: <i>Neil Gaiman's Instructions and Wolf in the Snow</i>	<u>Writing Non-Chronological Report</u> Focus Text: <i>Atlas of Adventures</i> <u>Narrative</u> Focus Text: <i>Iron Man</i> <u>Poetry</u> Focus Text: <i>Poems Aloud and Smile Out Loud</i>

Mathematics						
	Number: Place value Representing and partitioning numbers to 100 Representing and partitioning numbers to 1,000 Comparing and ordering numbers to 1,000 Finding 1,10 or 100 more or less Estimating on a number line to 1,000 Counting in 50s Addition and subtraction Adding and subtracting two numbers within and across 100 Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Inverse operations Multiplication and division A Multiplying and dividing (sharing and grouping) by 2,5,10,3,4 and 8 Learning these times tables.	Multiplication and division B Multiples of 10 Multiplying and dividing 2 digit numbers by 1 digit numbers with and without remainders Scaling Measurement: length and perimeter Measure in metres, centimetres and millimetres Understand equivalent lengths (metres and centimetres/centimetres and millimetres) Compare, add, and subtract lengths Measure and calculate perimeter. Fractions A Understand denominators, numerators and the whole. Fractions and scales Count in fractions on a number line Identify equivalent fractions on a number line and using bar models. Measure: Weight and capacity Use scales to measure mass in kilograms and gram Understand equivalent masses (kilograms and grams) Compare, add and subtract mass Measure capacity and volume in litres and millilitres Understand Equivalent capacities and volumes (litres and millilitres) Compare, add and subtract capacity and volume	Fractions B Add and subtract fractions Fractions of a set of objects Reasoning with fractions of an amount Measure: Time Roman numerals to 12 Tell the time to 5 minutes and to the minute Read time on a digital clock Use am and pm Years, months and days Hours, minutes and seconds - use start and end times and durations Geometry: Shape Comparing turns and angles inc. right angles Measure and draw angles accurately Understand horizontal and vertical, parallel and perpendicular Recognise and describe 2-D and 3-D shapes Draw polygons and make 3-D shapes Measure: Money Convert pounds and pence Add and subtract money and find change Statistics Interpret and draw pictograms Interpret and draw bar charts Two-way tables			

Science	<u>Animals: Movement and Nutrition</u> Investigating the human body by studying the skeleton, muscles and nutrition. Pupils identify key bones and their functions, compare human and animal skeletons, explore how muscles enable movement, learn how the body uses energy and what makes a balanced diet.	<u>Forces and Space: Forces and Magnets</u> Investigating how vehicles move across different surfaces and how friction affects motion. Pupils develop their scientific enquiry skills by planning investigations, writing methods and recording data, while learning about contact and non-contact forces and the properties and uses of magnets.	<u>Materials: Rocks and Soil</u> Classifying rocks by exploring their properties, uses and formation. Pupils investigate how fossils are formed and what they can reveal about the past, learn about the work of palaeontologists and explore soil formation through practical enquiries, including sedimentation and drainage tests.	<u>Energy: Light and Shadows</u> Exploring how light enables us to see and identifying different light sources. Pupils examine reflection and shadow formation, investigate factors that affect shadows and apply their learning creatively through shadow puppetry.	<u>Plants: Plant Reproduction</u> Understanding how plants grow and reproduce by exploring the functions of different plant parts and their role in development. Pupils investigate factors that affect plant growth, discover how water is transported through plants and compare different seeds and methods of seed dispersal through practical enquiry and modelling activities.	<u>Making Connections: Does hand span affect grip strength?</u> Experimenting with friction and grip by carrying out comparative tests, analysing data and drawing conclusions. Pupils investigate the relationship between hand span and grip strength, explore how different materials affect grip and apply their findings to design and evaluate friction gloves.
	<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.
	<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 make links between significant local people in history and historical buildings.	

Geography	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 today's way of life.	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.
	<u>Why do people live near volcanoes?</u> 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.	<u>Who lives in Antarctica?</u> 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.	<u>Are all settlements the same?</u> 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. <u>How can we use plastic more sustainably?</u> 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.

Art DT RE	<u>Painting and Mixed media: Prehistoric Painting</u> Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.		<u>Drawing: Developing Drawing Skills</u> Developing drawing skills through observation, shape and tone, pupils practise drawing objects using simple shapes, building even tones with pencil and adding detail by observing pattern and texture. They apply these skills in imaginative plant drawings and recreate their ideas as digital artwork.	
	<u>Structures: Product packaging</u> Exploring how 3D shell structures are created from nets and used in packaging, pupils evaluate what makes good packaging and follow a simple design criteria to create their own.		<u>Textiles: Cross-stitch and Applique</u> Learning how to use cross-stitch and appliqué when designing and making a cushion	
	<u>Christianity: God as a creator</u> <i>I can recognise creation and fall as the start of the big story of the Bible. I can make clear links between Genesis 1 and what Christians believe about God and creation.</i>	<u>Christianity: Incarnation</u> <i>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</i>	<u>Christianity: Gospel</u> <i>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</i>	<u>Christianity: Salvation</u> <i>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</i>
	<u>Sculpture and 3D: Abstract Shape and Space</u> Examining how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, pupils learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.			
	<u>Cooking and Nutrition: Eating Seasonally</u> Discovering where and when fruit and vegetables are grown by learning about seasonality in the UK. Pupils respond to a brief by designing a seasonal tart using ingredients harvested in the UK during May and June.			
	<u>Sikhism</u> <i>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>			

PSHRE	I can identify what the story tells Christians about God. 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.	Holy Spirit to his followers as a guide. 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.	actions towards the 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	part of the Easter story. I can offer suggestions for what the texts about the entry into Jerusalem and the 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 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 the purpose of the 5Ks is to make Sikhs visible and proud of their identity. I can identify two ways in which Sikhs put their idea of equality into practice (sewa & langar).	
	<u>New Beginnings</u> 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	<u>Friendship</u> I can identify between fact and opinion. I can identify ways to make and keep friends. I can identify qualities of healthy relationships. I can identify ways to make up after falling out.	<u>Going for Goals</u> 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	<u>Good to be Me</u> 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.	<u>Relationships</u> I can identify ways to take responsibility. I can manage peer pressure. I understand how to be safe online. I understand the importance of equality.	<u>Changes</u> I can identify how babies and young are protected, nurtured and cared for. I can identify what I need to survive/thrive. I can identify how our bodies change as we grow and recognise personal space.

