



## CURRICULUM OUTLINE - SUMMER TERM 2026

### YEAR 3

|                          |   |
|--------------------------|---|
| <b>English</b>           | <p><b>Comprehension:</b> children will continue to learn to make predictions about a text and express opinions as well as look at the effect the text has on the reader. Children will continue to develop their inferential skills and write answers using evidence from the passage. They will learn to empathise and understand a character's motivations.</p> <p><b>Writing:</b> children will be writing a description from the perspective of a character using a 5-point story structure and will also write the last chapter to story in the author's style.</p> <p><b>Grammar:</b> fronted adverbials, figurative language and powerful vocabulary</p> |
| <b>Maths</b>             | <p><b>Number:</b> four operations with specific focus on solving questions using formal strategies and application through solving word problems.</p> <p><b>Money and decimals.</b></p> <p><b>3D shapes.</b></p> <p><b>Measures:</b> time, length, perimeter, volume and mass</p> <p><b>Statistics:</b> a range of handling data activities.</p>  |
| <b>Science</b>           | <p><b>Light:</b> looking at how shadows change throughout the day and the different types of materials which are used to make objects that either reflect, absorb or let light through.</p> <p><b>Plants:</b> looking at the different parts of the plant and their roles, what a plant needs to grow and be healthy and how plants pollinate.</p>  |
| <b>Computing and ICT</b> | <p><b>Animation:</b> using a range of software to create cartoon and stop-motion animations.</p> <p><b>Publishing:</b> learning what makes an effective document, how to use a variety of keyboard shortcuts, and use skills to make a professional document.</p> <p><b>Coding:</b> learning about drawing commands, and use these to write code to produce patterns, shapes and vector art; producing a puzzle game.</p>   |
| <b>History</b>           | <p><b>Ancient Egypt:</b> children will learn about Egyptian society, the pyramids, notable inventions as well as the Gods and Mummification.</p>  |
| <b>Geography</b>         | <p><b>Ancient Egypt:</b> children will learn about landmarks and explore the country's physical and human geography.</p>  |
| <b>RE</b>                | <p><b>Judaism:</b> children will look at rules for living in Judaism belief and practice. Children will learn about some of the main beliefs of Judaism including some sacred objects and Passover.</p>   |
| <b>PSHE</b>              | <p><b>Relationships:</b> looking and discussing topics such as positive thoughts, understanding stereotypes, healthy friendships and personal boundaries.</p>   |

|                 |  |
|-----------------|--|
| <b>French</b>   | <b>Key topics:</b> expressing a wider range of opinions about different sports and hobbies and learning a selection of simple adjectives and verbs. Revision of the topic of weather and other key vocabulary.   |
| <b>Music</b>    | <b>Samba:</b> playing different percussion instruments as an ensemble.<br>An appreciation of world music tempo change, technique, and structure.<br><b>Performance:</b> singing for parent assembly.   |
| <b>Drama</b>    | Performance in preparation for class assembly; exploring tone, volume and how to use voice and body language to portray emotion through performance poetry.  |
| <b>Art</b>      | <b>Words and letters:</b> drawing, stencilling and painting techniques.<br><b>Featured artist:</b> Banksy – graffiti.  |
| <b>Games/PE</b> | <b>Games:</b> bowling, batting and fielding skills for cricket.<br>Participating in rounders and street racket.<br>Developing understanding of Sportshall athletics with the opportunity to achieve a nationally recognised award.<br>Participate in a termly activity challenge, a sports house event and Sports Day. |