Class 3 Curriculum Map 2026-2027

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	**Seal Surfer** **Reading** Plan and write a letter for a clear purpose and audience, using an appropriate structure and layout. Organise ideas into paragraphs and sequence events in chronological order. Write in the first person and maintain an appropriate viewpoint throughout a piece of writing. Develop settings and characters using descriptive vocabulary and details from the text. Build a varied and rich vocabulary, selecting interesting verbs and phrases to engage the reader. Compose, rehearse, edit and improve sentences, proofreading writing for spelling and punctuation errors. <u>Grammar</u> Use prepositions to express time, place and cause Use conjunctions such as and and but to join clauses and extend sentences. Develop a wider range of sentence structures,	**Winters Child** **Reading** Make predictions using clues from the text and pictures. Ask and answer questions about the story. Use evidence to explain characters' feelings and actions. Explore the meaning of new and interesting words. Discuss the setting and events in the story. Share ideas and explain answers using the text. **Writing** Plan and write a story with a clear beginning, middle and ending. Write about characters, settings and events. Organise ideas into paragraphs. Use interesting vocabulary to describe the setting. Write sentences that are clear and make sense. Edit and improve writing to make it better. **Grammar** Use capital letters and full stops correctly. Use different types of sentences. Use adjectives to describe nouns. Use interesting verbs to describe actions.	**Stone Age Boy** **Reading** Make predictions using clues from the text and pictures. Ask and answer questions about the characters and events. Use evidence to explain characters' thoughts and feelings. Find and summarise key information from different parts of a text. Explore new vocabulary linked to the Stone Age. Read fiction and non-fiction to learn about the past. **Writing** Plan and write a historical story set in the Stone Age. Write about characters, settings and events. Organise ideas into clear paragraphs. Use dialogue to show characters' thoughts and relationships. Use interesting vocabulary to make writing engaging. Edit and improve writing, checking spelling and punctuation. **Grammar** Use past and present tense correctly and consistently. Use inverted commas to punctuate direct speech. Use conjunctions such as **and, but, because** and **so**. Use expanded noun phrases to add detail. Use prepositions to show time,	**Big Blue Whale** **Reading** Predict what the text will be about using sounds, pictures and the book cover Read and discuss *This Morning I Met a Whale* and *Big Blue Whale* Find and explain new vocabulary and technical words about whales Retrieve facts and information from non-fiction texts Identify the main ideas and summarise information Ask and answer questions about whales and sea life **Writing** Write factual paragraphs about different types of whales Write a letter or email to a whale expert asking questions Write information paragraphs using facts and new vocabulary	**Journey** **Reading** Predict what might happen from details stated and implied in a text. Draw inferences about characters' feelings, thoughts and motives and justify answers using evidence. Discuss and explain the meaning of interesting and unfamiliar words and phrases in context. Identify and discuss themes, conventions and viewpoints within stories. Participate in discussions about books, articulating and justifying ideas and opinions. **Writing** Plan and write narratives with a clear opening, build-up, problem, resolution and ending. Create detailed characters and settings using descriptive vocabulary, expanded noun phrases and small details. Use dialogue to show relationships between characters and move the story forward. Organise writing into paragraphs and use appropriate vocabulary to	**Zeraffa Giraffa** **Reading** Develop vocabulary by exploring unfamiliar words and phrases in context. Make predictions using information that is stated and implied within a text. Draw inferences about characters' feelings, thoughts and motives, using evidence from the text. Retrieve and record key information from fiction and non-fiction texts. Ask and answer questions to clarify and improve understanding of a text. **Writing** Write persuasive texts for a specific purpose and audience. Use persuasive language, including commands, direct address, repetition and rhetorical questions. Use descriptive vocabulary and alliteration to engage the reader. Organise non-fiction writing using headings, sub-headings, paragraphs and other simple organisational features. Plan, draft, edit and improve writing, checking vocabulary, grammar, spelling and punctuation. **Grammar** Use a wider range of coordinating conjunctions, including **and, but** and **or**, to join ideas.

	including statements, questions and exclamations. Use past and present tense. Use capital letters and full stops accurately, alongside question marks and exclamation marks where appropriate. Identify and use nouns and verbs. <u>Reading</u> Make predictions using clues from the text and Pictures. Ask and answer questions about the text. Use evidence to explain characters' feelings and Thoughts. Explore the meaning of new and interesting words. Identify how paragraphs organise a text. Share ideas about a text and explain answers using evidence.	Use conjunctions such as **and, but, because** and **so**. Use prepositions to describe where and when things happen.	place and cause. Use adverbs to describe how actions are carried out.	Write explanations about whale feeding and migration Write information about how humans can protect whales Plan and write an information text about whales **Grammar** Use present and past tense correctly Use conjunctions such as because, when, while, before and after Use adverbs to show time, place and cause Use a range of sentence structures Use headings and sub-headings to organise writing Use exclamation marks and questions correctly	sequence events and create atmosphere. Edit and improve writing, checking spelling, punctuation, grammar and vocabulary for clarity and effect. **Grammar** Use coordinating and subordinating conjunctions to join ideas and express time, place, cause and sequence. Use prepositions, adverbs and adverbial phrases to describe time, place and cause. Use the present perfect form of verbs in contrast with the simple past tense. Use the past progressive tense to describe ongoing actions and create atmosphere. Use expanded noun phrases, a/an and accurate speech punctuation to add detail and clarity to writing.	Use subordinating conjunctions, including **before, after, while, as, because** and **so that**, to express time and cause. Build a wider range of sentence structures, including compound and complex sentences. Use the **present perfect tense** accurately, including forms such as *has/have travelled, has/have seen* and *has/have been.* Use **past and present tenses** consistently and accurately, including the progressive and present perfect forms.
MATHS	**Place Value** including representing numbers to 100, partitioning numbers to 100, number line to 100, understanding hundreds, representing numbers to 1,000, partitioning numbers to 1,000, flexible partitioning of numbers to 1,000 and understanding hundreds, tens and ones, finding 1, 10 or 100 more or less, number line to 1,000, estimating on a number line to 1,000, comparing		**Multiplication and Division** including 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		**Fractions** including add fractions, subtract fractions, partition the whole, unit fractions of a set of objects, non-unit fractions of a set of objects and reasoning with fractions of an amount. **Money** including pounds and pence, convert pounds and pence, add money, subtract money and find change **Time** including 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,	

	numbers to 1,000, ordering numbers to 1,000 and counting in 50s. **Addition and Subtraction** including applying number bonds within 10, add and subtract 1s, add and subtract 10s, add and subtract 100, spotting 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) and subtract two numbers (across a 100) Multiplication and Division including multiplication – equal groups, use arrays, multiples of 2, 5 and 10, sharing and grouping, multiply by 3, divide by 3 and the 3 times-table	number – with remainders, scaling and how many ways? **Length and Perimeter** including measure in metres and centimetres, measure in millimetres, measure in centimetres and millimetres, metres, centimetres and millimetres, equivalent lengths (metres and centimetres and millimetres), compare lengths and add lengths. **Fractions** including 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, equivalent fractions on a number line and equivalent fractions as bar models		days and hours and hours and minutes – use start and end times, hours and minutes - use durations of minutes and seconds, units of time and solve problems with time **Shape** including 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 and make 3-D shapes **Statistics** including interpret pictograms, draw pictograms, interpret bar charts, draw bar charts, collect and represent data and two-way tables	
SCIENCE	**Rocks** The children will learn about and explore different types of rocks, their appearance and properties. The children will investigate how fossils are formed. They will also look at soils and how they are made. Career Related Learning: Geologist	**Teeth and Bones** This unit explores animals, including humans, and their skeletons, muscles and teeth. Pupils learn to classify animals as vertebrates or invertebrates and investigate how skeletons, muscles and joints support movement and protect vital organs. They explore different types of teeth and their functions, consider how diet affects teeth, and learn about milk and adult teeth and the importance of dental hygiene. Pupils develop their working scientifically skills through practical investigations, making predictions, observations and conclusions, while using scientific vocabulary to explain their findings.	**Light** The children will learn about light and dark. They will be investigating light and dark and how light reflects. They will look at sun safety and dangers of looking directly at the sun. The children will look at how shadows are formed. Career Related Learning: Lighting controller	**Forces & Magnets** The children will begin to recognise forces and magnets. They will investigate how things move on different surfaces. They will look at magnetic forces, attraction and repulsion. The children will also look at magnetic polarity. The children will compare and group materials by magnetic properties. Career Related Learning: Engineer	**Plants** The children will look at functions of plant parts. The requirement for life and growth. They will investigate how water is transported within plants. We will look at plant life cycles pollination, seed formation and seed dispersal. Career Related Learning: Horticulture

COMPUTING	**Autumn 1 – Word Processing:** Develop word-processing skills by formatting and editing text, including using **bold, italic, underline, text alignment, changing case, selecting text, and using undo and redo**. .	**Autumn 2 – Stop-Frame Animation:** Create a simple **stop-frame animation** by planning, capturing and sequencing images. Develop skills in editing and improving digital media using Purple Mash.	**Spring 1 – Sequencing Sounds, Events and Actions:** Develop **programming skills** by creating sequences using sounds, events and actions. Design, test and develop programs, identifying and correcting errors through debugging	**Spring 2 – Branching Databases:** Explore **data and information** by creating and using branching databases. Develop skills in sorting, classifying and retrieving information using effective questions.	**Summer 1 – Desktop Publishing:** Develop **digital publishing and media skills** by combining text, images and layout features to create effective publications for a specific audience and purpose.	**Summer 2 – PowerPoint:** Create and present **digital presentations** using text, images, layouts, transitions and other presentation tools. Develop confidence in selecting appropriate tools to communicate information clearly and effectively.
GEOGRAPHY	**Why is the North East special?** Regional focus with lead on rivers and economic activity. Focus: Fieldwork, water cycle, rivers- their formation and impact Career Related Learning: Marine biologist		**Why do we have cities?** UK towns, cities and countries. Focus: countries, counties, land use, settlement, contrasting cities. Career Related Learning: Architect		**Where is the River Wear?** Pupils use maps, photographs and geographical vocabulary to locate and describe places, investigate physical and human features, and explore how environments change. They develop practical geographical skills through map reading, observation, comparison and fieldwork, using their findings to communicate geographical information clearly. Career Related Learning: Park forest ranger	
HISTORY		**Stone Age to Iron Age: Who were Britain's first Builders?** The children will look at changes in Britain from the Stone Age to Iron Age. Career Related Learning: Archaeologist		**The Egyptians: Why did the Ancient Egyptians build pyramids?** The children will learn about the Early Civilisations of the Egyptians. How they live, pyramids, mummification etc Career Related Learning: Historian		**The Greeks: How have the Ancient Greeks shaped my world?** The children will learn about the Greeks. How democracy began, Olympics and the Greek gods Career Related Learning: Olympic athlete

ART	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance		**Working with Shape and Colour** "Painting with Scissors": Collage and stencil in response to looking at artwork.		**Making Animated Drawings** Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	
DT		**Castles** The children will look at the design and structure of a variety of castles. They will look at features and design and make their own castle. Career Related Learning: Auckland Project staff		**Egyptian Collars** The children will design and make their own Egyptian collar using a variety of stitching techniques. Career Related Learning: Sewing machinist		**Eating Seasonally** The children will look at food from around the world. The children will look at cooking and nutrition. Career Related Learning: Chef
RE	**How do Hindus worship?** In this unit pupils will learn about worship at home and in the mandir. Where possible, pupils should be given the opportunity to visit a local mandir or meet a member of a local Hindu community. They will also learn about how and why Hindus celebrate a religious festival (Divali) as a community.	**How and why is Advent important to Christians?** Pupils will learn about the period of preparation before Christmas and how Christians use this period of time. They will explore some of the language and symbolism connected with Advent. They will reflect on how they prepare for Christmas.	**What do Hindus believe?** This unit focuses on some Hindu **beliefs** and their **impact** on individuals and communities: • beliefs about God • life after death (reincarnation) • importance of actions and consequences (karma, ahimsa).	**What do Christians remember on Palm Sunday?** In this unit children will describe what happened when Jesus entered Jerusalem, describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem, describe ways in which Christians remember Palm Sunday today and ask questions about the Palm Sunday story, give their views and give reasons.	**What can we learn about Christian worship and beliefs by visiting churches?** This unit explores worship in church buildings by focusing on the objects found in churches and used in church worship eg cross, candles, icons, stained glass windows, liturgical colours, chalice, vestments, banners, rosary beads and statues. It also explores the meaning of symbolic actions used in worship eg kneeling, raising hands and making the sign of the cross. Through this, pupils build up a picture of the importance of Christian worship and its diversity within different Christian traditions/denominations.	
PE	**(Gymnastics (GetSet4PE)** In this unit pupils develop balancing, rolling and	**Fitness** **(GetSet4PE)**	**Handball (GetSet4PE)** In this unit pupils develop their understanding of the attacking and defending	**Golf (GetSet4PE)** As in all target games, in this unit, pupils will explore and develop their	**Invasion Games** – GetSet4PE In Year 3 Invasion Games, pupils will develop their skills in	**AA (GetSet4PE)** OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of

	jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. **Fundamental skills GetSet4PE)** In this unit, pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.	In this unit, pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. **Dance (GetSet4PE)** Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.	principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score **Cricket (GetSet4PE)** In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter.	accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will explore techniques to use over long and short distances, making connections between their knowledge of throwing over different distances. **Athletics GETSET4PE-** Pupils will develop their running, jumping and throwing skills through a range of activities and challenges. They will practise sprinting, running for longer distances, jumping for distance and height, and throwing with increasing accuracy and power. Pupils will develop coordination, balance and technique, learn to pace themselves, and apply their skills in competitive activities while demonstrating teamwork, resilience and respect for others.	passing, receiving, dribbling and moving into space through a range of team games. They will learn to attack and defend effectively, make simple tactical decisions and work collaboratively with teammates. Pupils will develop coordination, communication and spatial awareness while applying skills in competitive situations and demonstrating teamwork and fair play. **Dodgeball (GetSet4PE)** In Year 3 Dodgeball, pupils will develop their throwing, catching, dodging and movement skills through a range of games and challenges. They will learn to throw with accuracy and power, catch safely, move into space and use simple tactics to outwit opponents. Pupils will develop teamwork, communication and decision-making while following rules and demonstrating fair play	challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes. **Striking & Fielding Games** GetSet4PE In Year 3 Striking and Fielding, pupils will develop their skills in striking, throwing, catching and fielding through a range of games and activities. They will learn to strike with increasing accuracy, find space, retrieve and return the ball effectively, and work as part of a team. Pupils will develop simple attacking and defending tactics, decision-making and an understanding of rules and fair play.
Music	**Chime Bars** Taught by Durham Music Service		**Let your spirit fly R&B** by Joanna Mangona - An R&B song for children All the learning is focused around one song: Let Your Spirit Fly. The children will learn through games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing		**The Dragon Song** by Joanna Mangona and Pete Readman This is a song about kindness, respect, friendship, acceptance and happiness. Children will learn through Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.	

			instruments are all linked.			
French		**I am learning French and Phonics Lesson 1** In this unit, children will be introduced to French, learn how to greet people in French, introduce themselves, learn the number 1-10 and some French colours.		**Musical instruments and Phonics Lesson 1** In this unit, children will learn how to pronounce and spell ten musical instruments as well as their determiner. They will be able to say that they play an instrument.		**Fruits and Phonics Lesson 1** In this unit, children will learn how to pronounce and spell the names of a selection of fruit. They will be able to say if they like or dislike a fruit.
PSHE	**How can we be a good friend?** Children will learn how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded and how to build good friendships, including identifying qualities that contribute to positive friendships and that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends.	**What keeps us safe?** Children will learn how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or	**What are families like?** Children will learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family	**What makes a community?** Children will learn how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them	**Why should we eat well and look after our teeth?** Children will learn how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care	**Why should we keep active and sleep well?** Children will learn how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.

		uncomfortable (including online)	relationships are making them feel unhappy, worried or unsafe			