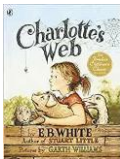




The Greville Primary School – Year 3 Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	 Core Text Fantastic Mr Fox by Roald Dahl	 Core Text Planet Omar by Zanib Mian	 Core Text Charlotte's Web by E.B. White	 Core Text The Iron Man by Ted Hughes	 Core Text The Boy Who Grew Dragons by Andy Shepherd	 Core Text Fortunately The Milk by Neil Gaiman
Reading	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts
Destination Reader	Core skills taught across all texts. - Use dictionaries to check meaning - draw inferences and make predictions - retrieve and record information from fiction and non-fiction books - read and understand unfamiliar words using the context and phonetic knowledge - to summarise what they have read					
English Writing	If I were Prime Minister by Trygve Skaug - Focus on foundational skills – assessing baseline for new Year3. - Handwriting and dictation of sentences. - Sentence level work based on theme of the book.	Stone Age Boy by Satoshi Kitamura - Non-chronological report on the Stone Age Talk for Writing Unit (Portal Story) Mr Benn by David McKee - Character description - Sequencing and retelling narratives Invent – creating own short narrative	The Twits by Roald Dahl - Narrative (character description focus) - Twits Trick Instructions! The Grouchosaurus by Pie Corbett - Poetry writing - Similes - Expanded noun phrases	The Iron Man by Ted Hughes (incl. illustrated version) - Narrative character description - Reinventing own iron creature story - Instructional writing Talk For Writing Unit (Traditional Tales) Stone Soup / Nail Soup Or Jack and the Baked Beanstalk - Retelling narratives - Creating own narratives based on a familiar story	Tuesday by David Weisner - Sentence level focus on direct speech - Writing a narrative sequel - Diary entry The Lorax by Dr Seuss - Persuasive letter writing - Narrative setting	Spy Fox (video stimulus) - Narrative retelling Talk For Writing Unit (Warning Story) Peter and the Wolf - Retelling narratives - Creating own warning narratives - Sentence level focus

	Stone Age Boy by Satoshi Kitamura - Sentence work based on the context of the book including: - Subject/verb - Fragment or sentence - Parts of speech - Adding descriptive details - Sentence work building to diary entry	The Snowman by Michael Morpurgo - Sentence level and grammar focus - Narrative (setting description focus)				
Maths White Rose Curriculum & Oak Academy	Place Value - Representing numbers - 100, 10s and 1s - Number lines to 100 and 1000 - Comparing numbers - Finding 1/10/100 more and less - Ordering numbers - Counting in 50s. Addition and subtraction - Add and subtract multiples of 100 - Adding and subtracting not crossing 10 - Adding and subtracting crossing 10	Addition and subtraction - Adding and subtracting 3-digit numbers. - Mixed addition and subtraction problems - Addition and subtraction with exchanging. - Estimate answers - Check answers Multiplication and Division - Multiplication - equal groups - Multiplication using the symbol - Using arrays - 2- and 5-times table - Making equal groups by sharing grouping - Divide by 2/5/10	Multiplication and Division - Multiply and divide by 3 - 3 times table - Multiply / divide by 4 - 4 times table - Multiply /divide by 8 - 8 times table Measurement (length and perimeter) - Measure lengths - Equivalent length - Compare lengths - Add and subtract lengths - Perimeter - Measure and calculate perimeter	Fractions (Number) - Working with parts and wholes - Making equal parts - Recognise and find a half then quarters - Recognise and find a third - Unit fractions - Non-unit fractions - Equivalent fractions - Count in fractions Measurement (Mass and Capacity) - Measure and compare mass - Add and subtract mass - Measure capacity - Compare volume - Compare capacity - Add and subtract capacity	Fractions (Number) - Making the whole - Tenths as decimals - Fractions on a number line - Fractions of a set of objects - Equivalent fractions - Compare fractions - Order fractions - Add and subtract fractions Measurement (Money) - Pounds and Pence - Converting pounds and pence - Add money - Subtract money - Give change Measurement (Time) - O'clock and half past - Quarter past and quarter too	Measurement (Time) cont. - 24-hour clock - Finding and comparing durations - Start and end times - Problem solving with time Properties of shape - Turns and angles - Right angles in shape - Compare angles - Draw accurately - Horizontal and vertical - Parallel and perpendicular - Describe 2D and 3D shapes - Make 3D shape Statistics - Tally charts - Pictograms

					- Months and years - Hours in a day - Telling the time to the minute - Using am and pm	- Bar charts - Tables
Science Kent	Rocks and soils - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe how fossils are formed when things that have lived are trapped within a rock. - Recognise that soils are made from rocks and organic matter.	Forces and Magnets - Compare how things move on different surfaces. - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group everyday materials on whether they are magnetic or not. - Identify some magnetic materials. - Describe that magnets have two poles.	Animals including humans - 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. - 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 (air, light, 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 plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Light - 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 dangerous and that there are ways to protect their eyes. - Recognise how shadows are formed when the light from a light source is blocked by an opaque object.	

PSHE Jigsaw	Being Me - Getting to know each other - Our Nightmare School (positively face challenges) - Our Dream School (why rules are needed) - Rewards and Consequences - Our Learning Charter (responsible choices) - Owning our Learning Charter - Zones of Regulation	Celebrating Differences - Families (differences) - Family conflict - Witness and feelings (bullying) - Witness and solutions (bullying) - Words that Harm - Celebrating Difference: Compliments	Dreams and Goals - Dreams and goals - My dreams and ambitions - A new challenge (facing challenges) - Our new challenge (achieving new challenge) - Our new challenge - overcoming obstacles - Celebrating my learning (evaluating)	Healthy Me - Being fit and healthy (exercise) - Being Fit and healthy (calories) - What do I know about drugs? - Being Safe (strategies to keep safe) - Safe or Unsafe (identify when something feels safe/unsafe) - My amazing body (taking care of our bodies)	Relationships - Family roles and responsibilities - Friendship (skills of friendship) - Keeping myself safe online - Being a global citizen 1 (influences on our life) - Being a Global Citizen 2 (needs and rights around the world) - Celebrating My Web of Relationships	Changing Me - How babies grow - Babies (RSE non-statutory) - Outside body changes (RSE non-statutory) - Inside body changes (RSE non-statutory) - Family stereotypes - Looking ahead (changes for next year)
History Kapow	Would you have preferred to have lived in the Stone Age, Bronze Age or Iron Age? - Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. - Explain the limitations of archaeological evidence.			Why did the Romans invade and settle in Britain? - Explain what was important to people in Ancient Rome - Explain the meaning of the words 'empire', 'invasion' and 'settlement' - Analyse the different reasons for the Roman invasion of Britain - Explain how the Celts responded to the Roman invasion - Explain how the Roman army's structure, discipline	What did the ancient Egyptians believe? - Identify the ancient civilisations and key periods in ancient Egypt - Describe the physical features of Egypt - Explain the Egyptian creation story - Identify the characteristics of important gods or goddesses - Explain why the pyramids were built - Explain the links between ancient Egyptian beliefs and mummification	

	- Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.			and equipment made it so successful - Use artefacts to make deductions about the lives of Roman soldiers in Britain - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance	- Name sources that can be used to find out about ancient Egyptian beliefs - Explain some Egyptian beliefs about the afterlife	
Geography Kapow		Why do people live near volcanoes? - To name and describe the layers of the Earth. - To explain how and where mountains are formed. - To explain why volcanoes happen	Who lives in Antarctica? - To understand the position and significance of lines of latitude. - To describe the location and physical features of Antarctica.			Are all settlements the same? - To describe different types of settlements. - To identify the human and physical features in the local area. - To discuss why physical and human

		and where they occur. - To recognise the negative and positive effects of living near a volcano. - To explain what earthquakes are and where they occur. - To observe and record the location of rocks around the school grounds and discuss findings.	- To describe the human features of Antarctica. - To use four-figure grid references to plot Shackleton's route to Antarctica. - To plan a simple route on a map using compass points. - To follow instructions involving compass points and map a simple route.			features are in particular locations. - To describe how land use in the local area has changed. - To identify land use in New Delhi. - To compare land use in two different locations.
Computing iLearn2 & ProjectEVOLVE	Comic Creation (3 Lessons) - Add, resize and organise colour or picture backgrounds. - Add, resize, organise characters/objects to different panels. - Add narration using text and direct speech using speech bubbles. - Save comic with name and title. - Add audio recordings (optional). Storyboards (1 Lessons) - Add and edit backgrounds. - Add and edit characters, including changing	Digital Art (4-6 Lessons) - Use various lines and fill tools plus copy/paste and rotation to create pattern effects. - Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. - Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics. - Typing (beginning of each lesson) Online Safety (1 Lesson)	Programming in Scratch (4-6 Lessons) - Design, write and debug programs that accomplish specific goals. (Including outputs). - Use repetition in programs. - Work with various forms of inputs; keyboard, mouse and touch screen. - Write programs to simulate physical systems. Online Safety (1 Lesson)	Document Editing and Creation (1-2 Lessons) - Copy and Paste text and images. - Find and replace words. - Format text for a purpose. - Add bullet points to make lists. - Experiment with keyboard shortcuts. Infographics (1-2 Lessons) - Understand what an infographic is and why we use them. - Search for and add suitable graphic elements. - Add and format suitable titles and text. - Label an image with arrows and text. Online Safety (1 Lesson)	Music Creation (3 Lessons) - Create ascending and descending scales. - Add chords evenly across the scales. - Add arpeggios and melodies. - Add a steady and even rhythm. - Use sampled sounds to create an effective mix. - Build beats, melody (tones) and effects. Branching Database (1 Lesson) - Add and label objects within a branching database. - Ask questions to sort (classify) objects. Online Safety (1 Lesson)	3D Design (3-5 lessons) - Understand and use 3D space on a grid. - Design cities/towns for a purpose and to a budget. - Re-create or design familiar 3D models using cubes, such as tables and chairs. - Use chisel tool to improve and adapt models. - Colour individual blocks or whole models. Online Safety (1 Lesson)

	posture, expression and clothing. - Add narration and speech bubbles, including formatting text. - Duplicate objects to match scenes. - Search for objects to use. Online Safety (1 Lesson)					
RE	Judaism What are important times for Jews? - Covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants). - The Ten Commandments formed the basis of God's covenant with Moses. - Mitzvot are Jewish laws, which guide Jewish people on how to live a good life. - Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings.	Christianity How can artists help us to understand what Christians believe? - That Christian art often uses symbols and words to communicate ideas about, and understandings of God. - That Christians have used art for 2,000 years to 'talk' about God and to worship God. - That the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation. - Most Christians believe that: - God came to live on earth in the person of Jesus Christ.	Islam How does worship show what is important to Muslims? Muslims believe: - There is no God but God (Allah) and that he is without equal. - God is one (Tawhid) - Reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic. - The Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic. - Following the guidance from the Qu'ran is of high importance. - The mosque is a place of worship and learning is led by an imam.	Christianity What is the Bible's big story and why is it like treasure for Christians? - The Bible is made up of different 'books', but all show Christians something about God. - The Bible is a very old book with a long history, and is treasured by Christians all over the world that Most Christians believe that: - The Bible tells one big (unfinished!) story. - There are links between events in Genesis and the events of Christmas & Easter. - The stories of Jesus' birth, life, death and resurrection are the	Christianity How did Jesus change lives and why is it good news? Most Christians believe that: - Encountering Jesus changed the lives of people who met him. - Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women. - Jesus showed he was God's Son by performing miracles. - Relationships can be damaged, but can also be mended through forgiveness. - Jesus continues to change lives today. - Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever.	Thematic Are words more important than actions? - Words and actions are often linked. - Most religions have key teachings that summarise what's important to followers of that faith. - A creed is a set of core beliefs. - What creeds and some key teachings in Christianity, Judaism, Islam and Humanism say. - How these important words have an impact on the way both individuals and communities behave, in their actions. - Most people accept that communities need both words AND actions: that

	- The Shema contains very important words from the Torah and helps Jewish people know how to live. - Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people. - About the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules.	- Jesus' life and actions point to his identity as God. - Jesus' death on the cross makes Salvation possible for all of humanity.	- 'Salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah. - When they pray, men and women pray separately (to avoid distraction) and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community).	most important in this big story. - The Bible is a source of guidance, comfort & encouragement.	- Jesus modelled how to have good relationships with others.	one is dependent on the other.
Art Access Art	Gestural Drawing with Charcoal - Understand how charcoal lends itself to lose gestural marks on larger scale artworks. - Explore the history of charcoal and earth pigment being the first drawing tools for humans. - Know that Chiaroscuro means		Working with Shape and Colour - Understand that we can combine collage with other disciplines such as drawing, printmaking and making. - Practising fine motor skills through grip of tools and applying a range of cutting techniques. - Combine printmaking with collage cutting		Telling Stories Through Drawing & Making - Explore how visual artists will use other artforms for inspiration and often collaborate on projects. - Explore works of artists who apply gestural marks to show movement e.g. illustrators and makers who are inspired by literature.	

	“light/dark” and we can use the concept to explore tone in drawings and apply this to imaginative and observational drawings of people and animals.		techniques in response to an original artwork whilst considering composition.		- Develop creative response by deconstructing and discussing an original artwork using sketchbooks to make visual notes. Acknowledge and celebrate the similarities and differences of responses. - To work collaboratively on an art piece. - Document work use drawing or still image (photography).	
Design Technology Projects on a Page		Healthy and Varied Diet (healthy snack - sandwiches/pitta/wrap) - Plan the main stages of a recipe, listing ingredients, utensils and equipment. - Select and use appropriate utensils and equipment to prepare and combine ingredients. - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. - Record the evaluations using tables.		Shell Structures - Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. - Explain their choice of materials according to functional properties and aesthetic qualities. - Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. - Develop and use knowledge of how to		2D shape to 3D Product (textiles) - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. - Understand how a key event/individual has influenced the development of the chosen product and/or fabric. - Know how to strengthen, stiffen

		- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.		- construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.		- and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances.
Games Get Set 4 PE	Class Rotation		Class Rotation		Class Rotation	
	Invasion – Hockey - develop sending and receiving the ball with accuracy and control. - develop the attacking skill of dribbling. - develop dribbling to beat a defender. - use defending skills to delay an opponent and gain possession. - apply attacking skills to move towards goal and find space. - apply skills and knowledge to compete in a tournament.	Invasion – Football - develop the attacking skill of dribbling. - develop changing direction and speed when dribbling - develop passing and begin to recognise when to use different skills. - apply attacking skills to move towards a goal. - apply skills and knowledge to compete in a tournament.	Invasion – Tag Rugby - develop throwing, catching and running with the ball. - develop an understanding of how to defend using tagging rules. - begin to use the ‘forward pass’ and ‘offside’ rule. - develop movement skills to dodge a defender. - track an opponent and begin to defend as a team. - apply the rules and skills you have learnt and play in a tag rugby tournament.	Target Games – Golf - explore hitting technique and aiming towards a target. - develop hitting accuracy. - explore technique for hitting over a short distance. - explore technique for hitting over a short distance. - explore a technique for hitting over a long distance. - apply skills and knowledge to compete in a tournament.	Net – Tennis - develop racket and ball control. - explore rallying using a forehand. - explore returning the ball using a forehand. - explore returning the ball using a backhand. - learn how to score and use simple rules. - work co-operatively with others to begin to manage a game.	Striking and Fielding - Cricket - develop overarm and underarm throwing and apply these to a striking and fielding game. - develop bowling technique and learn the rules of the skill within this game. - develop batting technique and understand where to hit the ball. - develop fielding techniques and apply them to game situations. - play different roles in a game and begin to think tactically about each role. - apply skills and knowledge to compete in a tournament.
PE	Fundamentals - develop balancing and understand the	Dance	Gymnastics - To be able to perform gymnastics	Yoga	OAA	Athletics - develop the sprinting technique and

Get Set 4 PE	importance of this skill. - develop technique when running at different speeds. - develop agility using a change of speed and direction. - develop technique and control when jumping, hopping and landing. - develop skipping with a rope. - apply fundamental skills to a variety of challenges.	- To remember, repeat and create actions around a theme. - Create actions in response to a stimulus and move in unison with a partner. - Select and link appropriate actions and dynamics to show our dance idea. - To remember, repeat and create actions to represent an idea. - To perform a dance to the class	balances including bridge, shoulder stand, one foot stand and v-sit - To be able to perform gymnastics balances including star, tuck, half turn and full turn - To be able to perform gymnastics rolls - To be able to perform gymnastics rolls including log, egg and learning forward rolls and teddy bear rolls - Can perform bunny hops on the floor and over benches and begin to learn cartwheels - To be able to work as a group to perform a sequence - To be able to travel and apply their gymnastics skills to the large apparatus.	- explore connecting breath and movement. - explore new yoga poses and begin to connect them. - explore gratitude when remembering and repeating a yoga flow. - develop flexibility and strength in a positive summer flow. - develop flexibility and wellbeing in an individual yoga flow. - develop confidence and strength through arm balances.	- Follow instructions from a peer and give simple instructions. - Work collaboratively with a partner and a small group, listening to and accepting others' ideas. - Plan and attempt to apply strategies to solve problems. - Orientate and follow a diagram/map. - Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	improve on your personal best. - develop changeover technique in relay events. - develop jumping technique in a range of approaches and take off positions - develop throwing for distance in a pull throw - develop officiating and performing skills.
Music	Singing games and identifying the beat - Develop the confidence to sing together. - Learn to repeat phrases accurately with new members of their class and in smaller groups,	Understanding and imitating rhythms - Imitate orally different rhythms (in time with the beat). - Learn words and sounds that will help them read the rhythmic notation	Creating own rhythms - Make sure they are able to understand the written rhythmic notation. - Add rests and more detailed rhythms: (tika-tika, caterpillar, ta-a and ta-a-a-a) with various songs.	Explore melody - Describe how different melodies make us feel and why – use of pitch, tempo, accompaniment. - Sing a melody you all know with a small group.	Focus on instruments - Identify common instruments. - Learn the Orchestra is divided into 4 families. - Identify some of the instruments in each family with pictures	Create own pieces - Identify how to create different moods through: - Timbre (voices and instruments). - Dynamics (loud/quiet) - Texture – the joining of the different sounds.

	with an awareness of each other and their pitch, matching pitch. - “Feel” the beat in a variety of pieces, live and recorded. - Identify changes in tempo and be able to keep in time with the chosen tempo.	easily (ta, ti-ti – bee, spider). - Be able to notate rhythms from a song. - Play their rhythms using untuned percussion effectively. - Listen to the use of percussion instruments in a recorded piece (use of dynamics -piano and forte).	- With an understanding of these time values, make up own 8 bars that they can read and play accurately with untuned percussion instruments. - Create a contrasting 8 bars and perform in an ABA structure. - Listen to others with attention to what is working well.	- Establish that repetition and patterns help us make sense of the notes put together. - Learn some very easy parts of songs to identify high and low (and the corresponding notation); play the 2 contrasting notes on untuned percussion or their own instruments. - Use dot notation initially to identify 3 pitches with songs; create own graphic score of chosen notes and play on tuned percussion. - Show the stave and focus on 3 notes (G, A and B). - Create own melody to a piece where the words and rhythm are already agreed.	and listening to the sounds. - Hear how the different instruments can create a mood using Peter and the Wolf. - Try some instruments out (with the help of Year 6).	- Think about structure of their piece with beginning, middle and end.
Languages French Language Angels	I’m Learning French - Pinpoint France and other French speaking countries on a map of the world. - Ask and answer the question ‘How are you?’ in French. - Say ‘Hello’ and ‘Goodbye’ in French.	The Classroom - Remember and recall 12 classroom objects with their indefinite article/determiner. - Replace an indefinite article/determiner with a possessive adjective. - Say and write what they have and do not	I can ... - Recognise some common French verbs/activities. - Use these verbs to convey meaning in English by matching them to their appropriate picture. - Use these verbs in the infinitive with je peux...	Vegetables - Recognise, recall and spell up to ten vegetables in French with their definite article/determiner - Start to learn how to ask for ‘a kilo’ or ‘half a kilo’ of a vegetable - Learn how to formulate a short	Fruits - Recognise, recall and spell up to ten fruits in French with their correct definite article/determiner. - Start to recognise the plural form of nouns and their articles. - Learn and use the French for “I like”.	Ice Cream - Recognise, recall and spell up to ten ice cream flavours in French with their correct article - Use a short phrase starting with ‘Je voudrais’ - Recognise that some ice creams use ‘à la’ and others ‘au’

	- Ask and answer the question 'What is your name?' in French. - Count to ten in French. - Say ten colours in French.	have in their pencil case.		phrase using "I would like..." - Introduce the conjunction 'and' to extend sentences - Use vocabulary learned in small role-play conversations	- Begin to learn how the negative is formed in French "I don't like".	- Take part in role play to order ice cream in a cone or tub
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