

Year 3 Autumn Term 2025 – Curriculum Map

Theme – Rock ‘n’ Roll

Golden Thread Question - How can I learn about the past?

Spectacular starter Butser Farm	Marvellous Middle Cave painting	Fantastic Finale Parent showcase
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English Ongoing main skills	<p>Reading- word reading Apply growing knowledge of root words to read aloud and understand Read further exception words noting unusual correspondences between spelling and sound</p> <p>Reading- Comprehension Listen to and discuss a wide range of fiction, poetry , plays , non –fiction an reference books or textbooks Read books that are structured in different ways and read for a range of purposes Use dictionary to check the meaning of the words that have been read Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Writing – Transcription Spell further homophones Spell words that are often misspelt</p> <p>Writing – handwriting Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility of handwriting</p> <p>Writing – Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Compose and rehearse sentences orally, progressively building ad varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others writing and suggest improvements Proof read for spelling and punctuation errors</p> <p>Writing – Vocabulary, grammar and punctuation Use and understand the grammatical terminology in appendix when discussing writing and reading Extend range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p>	<p>Book ‘Stone Age Boy’ by Satoshi Kitamura Character description Diary entry</p> <p>Organise writing in simple paragraphs Create simple character descriptions Use expanded noun phrases Use pronouns to avoid repetition</p> <p>Book ‘Into the Forest’ by Anthony Browne Rewriting the narrative as a play script Story mapping Drama and role play</p> <p>Use adverbs to add detail Awareness of writing for an audience/ purpose Past/ present tense</p> <p>Book ‘Iron Man’ by Ted Hughes Diary entry Eye witness accounts</p> <p>Use adverbs to express time Begin to use commas after fronted adverbials Introduce direct speech Awareness of writing for an audience/ purpose</p>

	<p>Use and understand the grammatical terminology in appendix when discussing writing and reading</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use commas after fronted adverbials</p>	
<p>Maths Ongoing main skills</p>	<p>Number – number and place value Count from 0 in multiples of 4,8, 50 and 100 Recognise the place value of each digit in a three digit number Compare and order numbers up to 1000</p> <p>Number – addition and subtraction Add and subtract numbers mentally including a three digit number and ones, a three digit number and tens, a three digit number and hundreds Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction</p> <p>Number – multiplication and division Recall and use multiplication and division facts for the 3 times table Write and calculate mathematical statements for multiplication using the 3 times table Solve problems involving multiplication and division Recall and use multiplication and division facts for the 3 times table Write and calculate mathematical statements for division using the 3 times table Solve problems involving multiplication and division</p> <p>Number - fractions (including decimals) Count up and down in tenths Solve problems Recognise , find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators Solve problems</p> <p>Measurement Add and subtract small amounts of money, giving change using £ and p in practical contexts Measure the perimeter of simple 2D shapes</p> <p>Geometry – properties of shapes Draw 2D and make 3D shapes using modelling materials Recognise 3D shapes in different orientations and describe them</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p>	<p>Number – number and place value Represent numbers to 100 Tens and one using addition Hundreds Represent numbers to 1,000 100s, 10s and 1s (1) Number line 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s</p> <p>Number – addition and subtraction Add and subtract multiples of 1000 Add and subtract 1s Add and subtract 3-digit and 1-digit numbers Add a 2-digit and 1-digit number Add 3-digit and 1-digit numbers Subtract a 1-digit number from 2-digits and 3-digits Add and subtract 3-digit and 2-digit numbers Subtract a 2-digit number from a 3-digit number – crossing 100 Add and subtract 100s Spot the pattern – making it explicit Add a 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Add two 3-digit numbers Subtract a 2-digit number from a 3-digit number Subtract a 3-digit number from a 3-digit number – with exchanging and no exchange Estimate answers to calculation Check answers.</p> <p>Number – multiplication and division Multiplication – equal groups (sharing and grouping) Multiplication using the symbol</p>

		<p>Using arrays 2 and 5 times-tables Divide by 2, 5 and 10. Multiply and divide by 3, 4 and 8.</p>
Computing	<p>Begin to use a variety of software on a range of devices to create a program that accomplishes a given goal Begin to understand computer networks including the internet; how they provide services, communication and collaboration</p> <p>E-Safety Know how to keep safe and how and where to get help Recognise and respond to issues of safety relating to themselves and others and how to get help Use strategies to stay safe when using ICT and the internet Use ICT safely including using software features and settings Behave safely and responsibly in different situations</p>	<p>connecting computers Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network Explain how digital devices function Identify input and output devices Search for information in a single site Understand that search engines select pages according to key words found in content</p> <p>Desktop publishing Combine text and images to share a message Consider how different layouts suit different purposes Type with increased speed and punctuation Use 'return' to create paragraphs Change orientation of text and images Wrap text around an image Recognise a document can be formatted with placeholders</p> <p>E-safety Begin to use technology safely, respectfully and responsibly. Begin to recognise acceptable/unacceptable behaviour. Core Theme 1 Unit 6 Lessons 1-4</p>
Science	<p>Plan a test to classify Record classification in diagrams, e.g. Venn diagrams Investigate an enquiry question to spot patterns, e.g. can people with longer legs run quicker? Compare, contrast and classify, e.g. skeletons of different animals Explain in words natural processes, e.g. how rocks are formed Begin to identify naturally occurring patterns Classify objects in a range of ways using appropriate vocabulary Devise tests to answer an enquiry question, e.g. how much water rocks absorb</p>	<p>Animals including humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement Looking at bones & fossils from the Stone Age Discuss importance of skeletons & muscles in hunter-gathers & in ourselves Food & farming from this era Nutrition and fitness – exercise and diet</p> <p>Rocks Study of fossil formation</p>

		<p>Change of rocks over time</p> <p>Compare and group different kinds of rocks – natural and manmade e.g. cement bricks etc.</p> <p>Volcanoes – igneous rock formation</p> <p>Properties and uses e.g. permeable and impermeable</p> <p>Recognise that soils are made from rocks & organic matter (explore soil in the allotment & near swimming pool to compare)</p>
Humanities	<p>History</p> <p>Develop secure knowledge and understanding of the chronology of world history events</p> <p>Sequence events ,objects, periods and people within topics studied</p> <p>Understand how knowledge of the past is constructed from a range of sources, which can be used to answer a range of historical questions.</p> <p>Address and devise historically valid questions about change, similarity and different</p> <p>Describe similarities, differences and changes about era being studied</p> <p>Address and devise historically valid questions about cause and significance</p> <p>Describe relevant causes for, and effects on, key events and developments studied</p>	<p>Stone Age to Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Discussing artefacts</p> <p>Key events in this time period</p> <p>Comparing the way of life with modern times</p> <p>Modern child Vs Stone Age child, Skara Brae, tools & use</p> <p>Sequence events within a time period</p> <p>Demonstrate understanding as to why there are similarities and differences between ways of life and time periods</p> <p>Ask and answer historically valid questions</p> <p>Explain how arrange of sources can provide knowledge about the past</p> <p>Identify the difference between a primary and secondary source</p>
Music	<p>Rhythm</p> <p>Recognise simple time</p> <p>Instrumental Work</p> <p>Learning how to play key notes on a recorder.</p> <p>Reading basic notation.</p> <p>Play a simple multi-note melody.</p> <p>Listening and Appraising</p> <p>Analyse melodic structure by labelling phrases</p> <p>Ukulele</p>	<p>Charanga scheme: Year 3, Unit 1: Let Your Spirit Fly</p>
DT	<p>2-D shape to 3-D shapes</p> <p>Prior learning</p> <p>Join fabric in simple ways by gluing and stitching.</p> <p>Use simple patterns and templates for marking out.</p> <p>Evaluate a range of textile products.</p> <p>Designing</p>	<p>Sewing – stuffed toys</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes</p> <p>Produce detailed lists of equipment and fabrics relevant to the tasks.</p> <p>Formulate step-by-step plans</p>

	<p>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>Making Plan the main stages of making. 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.</p> <p>Evaluating Investigate a range of 3-D textile products relevant to the project. Test product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p>Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.</p>	<p>Work within the constraints of time, resources and cost. Compare the final product to the original design specification. Test product with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose</p>
Art	<p>Develop an understanding of scale. Make marks and lines with a wide range of drawing implements. Experiment with and show an understanding of different grades of pencil when shading. Evaluate how historically accurate their own work is compared to that from the time.</p>	<p>Cave art with chalk and pastel and charcoal Convey a message through creating a hunting scene</p>
Religious Education	<p>Introduction to Hinduism Re-tell special stories Identify main aspects of Hindu way of life Compare to own way of life Respect beliefs and opinions (including non-religious views) Identify similarities and differences</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about god Offer informed suggestions about what Hindu murtis express about God • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus

		<p>live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus worship <p>Offer informed suggestions about what Hindu murtis express about God</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Identify some different ways in which Hindus show their faith. <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being Hindu in Britain today, and whether taking part in family community and rituals is a good thing for individuals and society
<p>Relationship, Health Education</p>	<p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Show awareness of issues affecting communities and groups</p> <p>Reflect on the impact of people's actions on others</p> <p>Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>Use ICT safely including keeping electronic data secure</p> <p>Use ICT safely including using software features and settings</p> <p>Begin to make responsible choices and consider consequences</p> <p>Behave safely and responsibly in different situations</p> <p>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Understand why rules are needed in different situations</p> <p>Recognise that rules may need to be changed</p> <p>Understand why it is important to plan ahead and think of potential consequences as a result of their actions</p> <p>Understand why it is important to behave responsibly</p> <p>Recognise that actions have consequences</p>	<p>3D scheme</p> <p>Unit 6- Safety - lessons 1, 2 and 3</p> <p>Unit 1 – Rules and responsibilities lessons 1, 2 and 3</p>

<p>Physical Education</p>	<p>Invasion games Bounce a ball in the direction of a target Know and understand the terms 'bouncing' and 'travelling' Be able to attempt to attack and defend in a game situation Know and understand the term 'dribble' Develop fundamental movement skills and become increasingly competent and confident Apply and develop a broader range of skills, learning how to use them in different ways Engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communication, collaborating and competing with each other Develop an understanding of how to improve, and learn how to evaluate and recognise own success.</p> <p>Striking and fielding Pass and catch within small teams Know and understand how a batting turn is completed once a ball is returned to base Bat and run to distant bases Know and understand how hitting the ball further increases the chance of running further distances Continue to develop fundamental movement skills, becoming increasingly competent and confident. Apply and develop a broader range of skills, learning how to use them in different ways Engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other Start to develop an understanding of how to improve, and learn how to evaluate and recognise own success</p> <p>Swimming</p> <p>Gymnastics Exploring movements and balances in a symmetrical way. Knowing and understanding how to link floor and apartments movements together.</p>	<p>Using 'Fit for Sport' scheme Invasion games units 1 and 2 Striking and fielding units 1 and 2</p> <p>Using 'Fit for Sport ' scheme Outdoor Adventure units 6 and 7</p> <p>Specialist teacher</p> <p>Gymnastics unit 5</p>
<p>Modern Language (French)</p>	<p>Communicate with others using simple words and short phrases Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases Read familiar words and short phrases accurately by applying phonics knowledge Understand the meaning in English of short words read in French Write familiar words and short phrases using a model or vocabulary list. Begin to understand the concept of gender and which articles to use for meaning</p>	<p><u>Language Angels scheme</u> <u>J'apprends le francais</u> - Ask and say your name - Ask and say how you feel - Numbers 1-10 - Colours</p> <p><u>Je Peux</u> - 10 action verbs - I can</p> <p><u>Le Petit Chaperon Rouge</u></p>

		<ul style="list-style-type: none">- Key vocab from story- Body parts- Head, shoulders, knees & Toes song <p><u>Les Glaces</u></p> <ul style="list-style-type: none">- Ice cream flavours- I would like <p>Role play/conversational language in shop</p>
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