

Year 3 Spring Term 2026 – Curriculum Map

Rampaging Romans

Golden Thread Question – What did the Romans do for us?

Spectacular starter Making Roman pots	Marvellous Middle Making Roman temples	Fantastic Finale Roman dress up day and workshop
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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 suffixes both to read aloud and understand the meaning of new words. Read further exception words noting unusual correspondence between spelling and sound and where these occur in a word.</p> <p>Reading- Comprehension Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure and presentation contribute to meaning.</p> <p>Writing – Transcription Write from memory simple sentences, dictated by the teacher that includes words and punctuation taught.</p> <p>Writing – handwriting Increase quality of their handwriting e.g. spacing so that ascenders and descenders do not touch.</p> <p>Writing – Composition Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.</p> <p>Writing – Vocabulary, grammar and punctuation Use and understand the grammatical terminology in appendix when discussing writing and reading Use and punctuate direct speech.</p>	<p>Book Oliver & the Seawigs Narrative – story-mapping, retell the story from the perspective of a different character Nonfiction – non chronological report about Sea Monkeys, use of paragraphs, organisational techniques Description – adverbial phrases</p> <p>Poem - I am a Roman soldier Vocabulary – Focus on meaningful language, powerful word choices (Performance) – Use of expression and intonation, being aware of an audience</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

<p>Maths Ongoing main skills</p>	<p><u>Number – Multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><u>Number - fractions</u> Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.</p> <p><u>Measurement</u> Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.</p>	<p><u>Multiplication and division</u> Multiply 2-digits by 1-digit Divide 2-digits by 1-digit</p> <p><u>Fractions</u> Unit and non-unit fractions Making the whole Tenths Count in tenths Fractions on a number line Fractions of a set of objects</p> <p><u>Measure length</u> Equivalent lengths –m & cm Equivalent lengths –mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter Convert pound and pence Add and subtract money</p>
<p>Computing</p>	<p><u>Programming</u> Begin to write and debug programs that accomplish a specific goal.</p> <p><u>Information technology</u> Begin to use a variety of software on a range of devices to create a programme that accomplishes a given goal.</p> <p><u>e-safety</u> Know why it is important to ask an adult before downloading files and games from the internet Understand why only polite and positive comments are to be posted online.</p>	<p><i>Programming - Sequence in music</i> Create a sequence of commands to produce a given outcome Debug errors Work with others to decompose a problem into smaller steps when planning <i>IT-Creating media – animation</i> Understand that animation is a sequence of images Plan an animation Review and improve an animation Evaluate the impact of adding another media to an animation</p> <p>3D scheme Unit 6 lessons 1 to 4</p>

Science	Working Scientifically Draw scientific diagrams using labels. Use evidence to classify objects, e.g. some but not all metals are magnetic. Devise own investigation to explore, e.g. test the strength of magnets. Make predictions for further tests from results, e.g. it will spin for longer on this surface than that but not as long as it spun on that surface. Use test data to rank objects, e.g. magnets.	Forces 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 together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
Humanities	History Place the Roman Empire on a timeline. Use and understand more complex time terms eg BCE/CE. Use a range of sources to find out about the Roman Empire. Ask valid enquiry questions and answer using historical vocabulary and sources. Note connections and trends over time. Identify the impact an individual had on a country, culture or politics. Select what is most significant about an historical account. Provide a reason as to why two accounts of the same event may differ. Geography (In Summer Term)	The Roman Empire and its impact on Britain Changes to land over time Similarities/ difference between ways of life & time periods Locating Roman Empire on a map Sorting objects into Celtic & Roman Create a timeline on settlements Boudicca Rap Understand the use of historical terms verbally and written form Recognise historical influences on present day society Identify the difference between primary and secondary resources Ask and answer historically valid questions
Music	Singing Hold/sustain tempo in a round Perform a solo Rhythm Write 'ta te-te' rhythms Recognise simple time Play a rhythm in simple time Instrumental work	Charanga scheme: Year 3, Unit 2: Glockenspiel Stage 1 Glockenspiel Stage 1/KS2 Units of Work – Kingston Music Service (charanga.com) Performing 'Just Like A Roman'

	<p>Show dynamics on a tuned instrument</p> <p>Perform in a group</p> <p>Reading basic notation.</p> <p>Play a simple multi-note melody</p> <p>Listen and Appraise</p> <p>Identify the metre (2, 3, or 4)</p>	
Art/DT	<p>Recognise the term mastery and begin to understand it's meaning with regards to art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)</p> <p>Create clay Roman pots</p> <p>Learn about the history of Roman pots</p> <p>Compare their similarities and difference to other pots</p> <p>Design a pattern using specific techniques</p> <p>Make marks and lines with a wide range of drawing implements.</p> <p>Use close observation.</p>	<p>Build a solid structure</p> <p>Design a solid structure on the basis of other structures</p> <p>Create a Roman Temple, considering the structure and materials</p> <p>Trial and improve joining techniques</p> <p>Evaluate the structure</p>
Religious Education	<p>What do Christians learn from the creation story?</p> <p>Respect beliefs and opinions (including non-religious views).</p> <p>Explore a variety of creation stories.</p> <p>Identify similarities and differences.</p> <p>Recount linked events.</p>	<p>Christianity</p> <p>Make sense of belief:</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'bib story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Understand the impact</p> <p>Describe what Christians do because they believe God is Creator</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Make connections</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for</p>

<p>Personal Social Health Economic Education</p>	<p>Health and Well being Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know and understand the difference between the terms physical, emotional and mental health. Become more self-aware. Understand why setting a goal is important. Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Relationships Recognise that there are many ways to communicate. Understand the need to communicate clearly. Understand why it is important to listen to others.</p> <p>Extremism and Radicalisation Understand the meaning and differences between 'fact' and 'opinion'. Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted. Recognise and know how to deal with situations involving peer pressure. Recognise and respect similarities and differences between people. Recognise and know how to deal with situations involving confrontation.</p>	<p>non-Christians living today</p> <p>3D scheme Health and wellbeing - Unit 1, lessons 1, 2, 3 and 4 Relationships – Unit 2, lessons 1 and 2 Extremism and radicalisation – KS1 unit, lessons 1 and 2</p>
<p>Physical Education</p>	<p>Gymnastics Perform a sequence showing clear changes of speed. Know and understand different ways to balance. Develop core movement, become increasingly competent and confident. Use a broad range of opportunities to extend agility, balance and coordination, individually and with other.</p> <p>Athletics Run as part of a relay team. Know and understand the difference between a 'sprint' and a 'distance' race. Become increasingly competent and confident. Use a broad range of opportunities to extend agility, balance and coordination. Use skills in different ways and link them to make actions. Understand how to improve in different physical activities.</p> <p>Net wall games Defend an area. Know and understand how to position to make defending easier. Continue to develop fundamental movement skills and become increasingly competent and confident.</p>	<p>Complete PE: Gymnastics: Symmetry/ asymmetry Complete PE: Athletics: Running and throwing/ jumping Complete PE: Net wall: Tennis Complete PE: Dance: Wild animals</p>

	<p>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 improve in different physical activities and sports and learn how to evaluate and recognise own success.</p> <p>Dance Guess which part of the machine 'cycle' an individual is dancing. Know and understand how to change speeds, strengths, levels and directions to look like a specific process. Develop fundamental movement skills, become increasingly competent and confident. Engage in a range of increasingly challenging situations.</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>Language Angels</p> <p>Language Angels: Fruit and vegetables: masculine and feminine words</p>