Year 3 Curriculum Overview 2026-2027

Gospel Value: The core value explored throughout the year is Forgiveness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spiritual Education	**Lighting the Path**					
	Creation and Covenant Creation Story- Genesis We are made in the image of God Creation story tells us that we are all created equal The links between the Creation Story and Stewardship Canticle of Creation Psalms Praise Creation Laudato Si	**Prophecy and Promise** The signs of Advent and their meaning for Christians Sunday is a Holy Day for Christians – the day of the Resurrection Link Creation story with Sunday as a day of Rest Special signs, prayers and actions used at Mass Joseph put his trust in God Prophet Isaiah and links with the Angel's message about Jesus' birth	**Galilee to Jerusalem** The visit of the Magi and the gifts they bring The Kingdom of God The Parable of the Sower The Parable of the yeast The Parable of the treasure and of the Pearl Our Father links between the prayer and building the kingdom How people would behave in the kingdom of God	**Desert to Garden** Feeding of the 5000 Links between this miracle and the Last Supper Links between the Last Supper and the Mass Jesus transformed himself into the bread and wine Liturgy of the Eucharist –prayers, religious signs and actions Eucharist – A Sacrament	**To the Ends of the Earth** The Road to Emmaus – recognising Jesus at the breaking of the bread The Early Church Paul's letter to the Corinthians Signs and symbols of the Holy Trinity	**Dialogue and Encounter** Exodus For Christians, the Eucharist is linked with the Jewish celebration of Passover How the celebration of Passover is celebrated by Jews in Britain today
	New Year Mass Mary Mass **Stay and Pray the Rosary**	**Remembrance/All Souls** **Advent Mass and Reflection**	**Ash Wednesday Liturgy Share and Shine** **Lenten Reflection Mass in Holy Week**		**Stay and Pray the Rosary** **Glory Be Come Holy Spirit**	**Mass: The Feast of St John Fisher** **Leavers Mass**
Moral Education	***Activists for Christ-a response to Laudato Si* - Recognise right and wrong and respond to Moral Issues.**					
	How can we reduce pollution in the oceans? E-Safety week Black History Month	Assembly themes-e.g. Prodigal Son-right and wrong choices Anti-Bullying week Remembrance Reflection	Assembly themes focus on saying sorry and forgiveness during the season of Lent Enterprise Fundraising Event Teaching morals through story		Class Charity Dr Kershaw's Hospice	
Social Education	***Catholic Social Teaching/ Activists for Christ in response to Laudato Si*** **Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.**					
	School Council Elections Class Rules CAFOD Charity Day Inter Faith Week Laudato Si – Care for the Common Home – pollution in the ocean		Supporting charitable works -St Joseph's Penny Enterprise Fundraising Event for local hospice		Rochdale Children's Champion Elections Mission Together, Day of Many Colours Religious Education – World Faiths	
Cultural Education	***Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15*** ***Develop understanding of Catholic Culture and Cultural Capital*-Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**					
	World Poetry Day Black History Month	Interfaith Week Remembrance Reflection	Epiphany Celebration World Book Day British Designer – Dyson		Created to live in Community (RSE) Class Charity Dr Kershaw's Hospice Museum visit to learn about Egyptians	
RSE/PHSE Education	**Life to the Full**					
	Module 1: Created and Loved by God			**Module 2: Created to Love Others**		**Module 3: Created to Live in Community**
	Unit 1 Religious Understanding Get up! The Sacraments.	**Unit 2 Me, My Body, My Health** We Don't Have to Be the Same. Respecting our Bodies. What is Puberty? Changing Bodies.	**Unit 3 Emotional Well Being** What Am I Feeling? What Am I Looking At? I Am Thankful.	**Unit 4 Life Cycles** Life cycles A Time for Everything Big Changes, Little Changes.	**Unit 1 Religious Understanding** Jesus, My Friend	**Unit 2 Personal Relationships** Family, Friends and Others. When Things Feel Bad. Balancing Needs.
	Unit 3 Life Online Sharing Online Chatting Online	**Unit 4 Keeping Safe** Safe in My Body Recognising Risk Drugs, Alcohol and Tobacco First Aid Heroes Rights and Responsibilities	**Unit 1 Religious Understanding** A Community Of Love What is the Church?	**Unit 2 Living in the Wider World** How Do I Love Others? Working Together Money Matters		

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Maths	**Block 1 – Number:** Place Value **Block 2 – Number:** Addition & Subtraction	**Block 2 – Number:** Addition & Subtraction (continued) **Block 3 – Number:** Multiplication & Division A	**Block 1 – Number:** Multiplication & Division B **Block 2 – Measurement:** Length & Perimeter	**Block 3 – Fractions A:** Adding & Subtracting Fractions **Block 4 – Measurement:** Mass & Capacity	**Block 1 – Fractions B:** Fraction Equivalents **Block 2 – Measurement** Money **Block 3 – Measurement:** Time	**Block 3 – Measurement:** Time (Continued) **Block 4 – Geometry:** Properties of Shape **Block 5 – Statistics:** Pictograms & Bar Charts
	MAPs & Fluency • Counting on and back in 2s, 5s & 10s • Addition – number bonds to 10, 100 and 1000 (multiples of 10 and 100) • Addition – number facts of all numbers to 20 • Doubles to 20 and doubles of 2-digit numbers • Rounding – 2- and 3-digit numbers to nearest 10 and 100	**MAPs & Fluency** • Counting on and back in 3s, 4's, 8s & 11's • Addition – numbers to 20 using partitioning, counting on, rounding, double & adjust and number bonds, manipulating calculations using tens frames	**MAPs & Fluency** • Counting on and back in 3s, 4's, 8s & 11's • Subtraction – doubles and halves, counting on and back • Addition – numbers to 20 using partitioning, counting on, rounding, double & adjust and number bonds, manipulating calculations using tens frames	**MAPs & Fluency** • Counting on and back in 3s, 4's, 8s & 11's • Multiplication & Division – consolidate facts for numbers to 20, understanding chucking for division	**MAPs & Fluency** • Counting on and back in 3s, 4's, 8s & 11's • Addition & Subtraction – missing number problems, pyramid problems • Multiplication & Division – missing number problems, triangle problems • Fractions & Decimals – equivalencies and reading any fraction	**MAPs & Fluency** • Counting on and back in all times tables • Recap on strategies with all 4 operations
	Times Tables Multiplication only TT Rockstars worksheets 5-day Focus on 2's, 5's & 10's	**Times Tables** Multiplication only TT Rockstars worksheets 5-day Focus on 3's, 4's & 8's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Focus on 3's, 4's & 8's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Focus on 3's, 4's & 8's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Focus on 3's, 4's, 8s & 11's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Focus on 3's, 4's, 8s & 11's
Science	**Animals including humans – Nutrition and Diet** Children will learn to: • 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. **Skeletons - Movement** Children will learn to: • Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.	**Sustainability - Food Waste** Children will learn to: • Know what food waste is. **Rocks** Children will learn to: • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	**Fossils** Children will learn to: • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. **Soils** Children will learn to: • Recognise that soil is made from rocks and organic matter.	**Light** Children will learn to: • Recognise that they need light 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 that shadows are formed when the light from a light source is blocked by an opaque object. • Children will find patterns in the way that shadows change.	**Plants – A** Children will learn to: • Identify and describe the functions of different parts of flowering plants: roots, stems, and flowers. • Explore the requirements of plants for life and growth (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 flowers play in the life cycle of flowering plants, including pollination, seed formation,, and seed dispersal.	**Forces and Magnets** Children will learn to: • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe ow magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Sustainability –** Biodiversity Children will learn to: • Know what biodiversity is.
	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather recording, classifying, and presenting data in a variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. Identify differences, similarities, or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.					

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Topic	**UK Coasts**	**Comparing Cities**	**The Stone Age**	**Bronze Age to Iron Age Celts** / **Careers Week**	**Egypt**	**Ancient Egyptians**
English	**Key Texts - Fiction:** James and the Giant Peach - *Roald Dahl* Clean Up – Nathan Bryon	**Key Texts - Fiction:** Small in the City – Sydney Smith King Kong -Anthony Browne	**Key Texts - Fiction:** Stone-age Boy - *Sitoshi Kitamura.* Stig of the Dump-*Clive King*	**Key Texts - Fiction:** The Stolen Spear - Saviour-Pirotta The Boy with the Bronze Axe / Careers Books	**Key Texts - Fiction:** Flat Stanley and the Egyptian Grave Robbery – *Jeff Brown and Sara Pennypacker*	**Key Texts - Fiction:** The Egyptian Cinderella - *Shirley Climo*
	Key Texts - Non-Fiction: Variety of non-fiction books about coasts	**Key Texts - Non-Fiction:** Variety of non-fiction books about cities	**Key Texts - Non-Fiction:** Variety of non-fiction books about the Stone Age	**Key Texts - Non-Fiction:** Bronze Age – Various Authors Iron Age – Various Authors / Careers Books	**Key Texts - Non-Fiction:** My Country – Egypt - *Jillian Powell*	**Key Texts - Non-Fiction:** Variety of non-fiction books about Ancient Egypt
	Key Poems: Little Red Riding Hood and the Wolf – *Roald Dahl*	**Key Poems:** Last Night I saw the City Breathing – Andrew Fusek Peters	**Key Poems:** Poetry -I was born in the Stone Age –*Michael Rosen*	**Key Poems:** Poetry -The Knowes of Trotty- *Michael Rosen*	**Key Poems:** River Nile -*Omar Ibrahim*	**Key Poems:** Melvin the Mummy – *Ken Nesbitt*
	Spoken Language Focus: Poetry Performance	**Spoken Language:** Poetry performance Debate	**Spoken Language Focus:** Poetry performance	**Spoken Language Focus:** Poetry performance Debate	**Spoken Language Focus:** Poetry	**Spoken Language Focus:** Poetry performance Debate
	Fiction Writing: • **Setting and Character descriptions linked to class text.** • Narrative writing – **story build-up** plot points, including dialogue to advance the action. **Non-Fiction Writing:** • **Explanation text** to explain how different features of the coast are formed	**Fiction Writing:** • Response to Class Text – **1st person narrative** • Explore poetry linking to topic **Non-Fiction Writing:** • **Tourist information leaflet** about New York Christmas Writing Focus-playscripts	**Fiction Writing:** • Children will write a short narrative linked to the class text **Non-Fiction Writing:** • Children will write to inform – linked to the Stone -Age topic	**Fiction Writing:** • Children will develop writing linked to character and setting linking to the class text • Children will explore playscript linking with topics/RE **Non-Fiction Writing:** • Children will write non-chronological reports about the Bronze Age Easter Writing Focus	**Fiction Writing:** • Children will write a short story linked to class text **Non-Fiction Writing:** • Children will write **to persuade–** linked to tourism and Egypt	**Fiction Writing:** • Children will write own **3RD person narrative** linked to Egyptian Cinderella **Non-Fiction Writing:** • Children will write **to inform** – linked to Ancient Egyptian Culture and Beliefs
Career Related Learning **Trips and Visitors**	Children will take part in a CAFOD assembly and fundraising event. Children will work with a dance artist to develop skills in dance.	Children will take part in a retreat day. Children will work with an artist to develop skills in art and design. Children will explore the skills needed to become a travel agent.	Children will explore the skills needed to become an archaeologist.	During Careers Week, children will meet with professionals and interview them to find out about careers, skills and education. Children will develop enterprise skills by designing and making a product to sell – all proceeds to charity. Children will understand that we can develop our skills as a designer during Art and Design lessons.	What skills do you need to be a museum curator or a tour guide?	Museum Trip – Ancient Egyptian Study

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History/ Geography	**Geography -** Children will use a globe to find the names of the oceans and seas that surround the UK and use a map of Europe to locate them. Children will learn how coasts are formed and explore the different types of coastlines in the UK. Children will respond to the issue of plastics in the ocean.	**Geography** - Children will learn the names of the five oceans of the world and locate them on the globe. Children will locate cities in the UK and in the USA. They will explore the differences and similarities between London and New York.	**History -** Children will learn that the Stone Age was a period when humans used stone flint to make tools and weapons. They will learn that the Stone Age lasted over 3 million years and can be broken down into three different periods: Palaeolithic, Mesolithic and Neolithic. Children will investigate the evidence of humans in Britain in the Palaeolithic time, focussing on Creswell Crags, Star Carr and Skara Brae.	**History -** Children will learn that the Bronze Age comes after the Stone Age and that during the Bronze Age, people from other parts of the world began to move to Britain and bring new skills, like working with copper. Children will learn that people then started to use Bronze, which was made by melting tin and copper, and mixing them together and that this material was used for tools, weapons, and armour and building materials. Children will learn that after the Bronze Age came the Iron Age when people in Britain learned how to use iron. They will learn that Iron age people were also called Celts that lived in clans which belonged to tribes led by warrior kings. They will learn that rival tribes fought with deadly iron weapons, about hill forts which were built as a way of keeping people safe from attacks. Children will find out about life in hill forts, roundhouses and farming. Children will learn that we know about the Celts because Romans wrote things down.		**Geography - C**hildren will learn that Africa is one of the 7 continents, surrounded by the Mediterranean Sea, the Indian Ocean, and the Atlantic Ocean. It is divided almost equally in half by the Equator. They will learn that there are 53 countries in Africa and Egypt is a country in the North of Africa. Children will explore the geographical features of Egypt such as the River Nile being the longest river in the world, running through 11 different countries in Africa and that 96% of Egypt's landmass is desert. Children will investigate the reasons tourists visit Egypt - for warm weather and beaches, and to see ancient monuments and learn about ancient civilization.	**History -** Children will find out that pharaohs were religious leaders and rulers of an Ancient Egyptian society and that the Pyramids were used as tombs for the Pharaohs. Children will learn that Ancient Egyptians believed in many Gods and Goddesses. They will explore the reasons why the River Nile was so important to the Ancient Egyptians. Children will find out about mummification and find out that the ancient Egyptians invented one of the earliest known writing systems called hieroglyphs.
Art and Design		Children will learn about **Andy Warhol** and will get inspiration from this artist to create their own **self portrait** in the pop art style. They will use printing techniques to create a skyline of New York in pop art style.				Children will learn about the work of **Georgia O'Keefe** and take inspiration from this artist to create their own artwork to link with flowers.	**Egyptian Masks** Children will use sketching techniques to draw a portrait of an Egyptian Pharaoh. Children will **design and make their own Egyptian Masks.**
Design and Technology	Children will research Healthy Food Recipes linked to Science and Nutrition. They will use cooking and hygiene skills to cook a **chicken casserole, then** taste and evaluate it.		**Clay Pots** Children will continue to create sketch books to record their observations and use them to review and revisit ideas. Children will improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay.	Children will learn about the designer Dyson and design and create a **Marble Run game.**			

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Computing	**Information Technology – Video** Children will learn how to sequence clips and record a voiceover. They will learn to use green screen effects and create a movie trailer.	**Information Technology - Photography** Children will explore drawing and annotation tools in Keynote. They will learn how digital identities can be made online. They will create a digital self-portrait inspired by Andy Warhol art.	**Information Technology – Skills, Research & Presentations** Children will create a new project in Book Creator and set up a comic template. They will learn how to edit text-style and images for improved visual effects.	**Computer Science - Networks** Children will understand that the computers in a school connect to a network and understand the work of the server.	**Information Technology – Data Handling** Children will construct a basic sorting diagram using digital tools. They will create a feelings chart for a story or character.	**Computer Science - Programming** Children will use Scratch 3 to create animation. They will create sprites and backgrounds for the animation.
Digital Literacy	Online safety aspect of digital literacy is taught through RSE Through all subjects, including computing, children will learn how to manage online information as follows: • To know how to search technologies effectively. To know how to explain how search engines work and how results are selected and ranked. • To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content. • To know how to describe how some online information can be opinion and can offer examples. • Copyright and Ownership: I know that if I create work it belongs to me. • I can name my work so that others know it belongs to me.					
Music	Ukulele Listen with direction to a range of high-quality music. Understand that composition is when a composer writes down and records a musical idea. Use iPad apps to compose. Sing in Unison – Sea Shanties – Wellerman **Listening** Bolero – Ravel (Western Classical Tradition) Surfin' USA – The Beach Boys (Popular) **Spoken Language:** Appraisal of music		Ukulele Sing in Unison- Three Little Birds – Bob Marley Supercalifragilisticexpialidocious from Mary Poppins Sing songs in Canon-Row, Row Your Boat **Listening:** In the Hall of the Mountain King by Edvard Grieg (Western Classical Tradition) Sir Duke – Stevie Wonder (Popular Music) **Spoken Language:** Appraisal of music		Develop an understanding of formal, written notation which includes crotchets and rests. Use tuned and untuned percussion to compose. Sing in Unison – Blackbird – The Beatles Waterloo – ABBA Tutankhamun (singup) **Listening:** Hallelujah from Messiah – Handel Zadok the priest - Handel Jai Ho from Slumdog Millionaire Sahela Re – Indian Classical **Spoken Language:** Class discussion	
PE	Football/Hockey and Cross Country	Gymnastics and Dance	Netball and Basketball	Tennis and Badminton	Rounders and Cricket	Athletics
	Children will be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.					
MFL	**Primary Language Network** A new start Greetings, feelings, numbers, colours.	**Primary Language Network** The Calendar, Celebrations and commands Christmas	**Primary Language Network** Epiphany Animals I like/don't like	**Primary Language Network** Carnival, colour, playground games and numbers Easter	**Primary Language Network** Food we eat every day, fruit and vegetables, asking politely	**Primary Language Network** Going on a picnic, asking politely and asking where do you live?
Big Questions	Was God a masterful designer?	If we painted a portrait of God, what would it look like?	Do you think that God created some animals for us to eat?	Were Adam and Eve Cavemen?	Is the Sun God the same God as our God?	Do you think God would like Smartphones?