



# Curriculum Planner

**Term: Summer 1 2026**

**Year: 3**

Dream big. Love God. Live well.

*'I can do all things through Him who strengthens me' Philipians 4:13*

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Respect	Mutual Respect

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>• Class reader and reading for pleasure.</li> <li>• Music from around the world.</li> <li>• Careers linked to DT, Science, RWV and History units of work.</li> <li>• Visit to the school library.</li> <li>• Collective Worship – Picture News linked to events in the news.</li> </ul>	<ul style="list-style-type: none"> <li>• Church School Value of the term.</li> <li>• Class collective worship book.</li> <li>• Daily act of worship and range of visitors.</li> <li>• Class reflection area.</li> <li>• Visits to the Peace Garden.</li> <li>• Litter picking on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE/RSE exploring relationships.</li> <li>• Cultural capital: Looking beyond our immediate community in discussion, sharing social, cultural and moral thoughts and beliefs.</li> <li>• Worries and questions box in the classroom.</li> <li>• Music from around the world.</li> <li>• School and Worship Council members to share year groups thoughts and opinions on key issues within school.</li> </ul>

## English

### **Genre: Narrative: Myths**

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas.

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

In narratives, creating settings, characters and plot.

Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proofread for spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### **Reading**

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **Vocabulary**

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

## Mathematics

### **Fractions**

Making a whole

Tenths

Count in tenths

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

Convert pounds and pence

Add money

Subtract money

Find change

### **Measurement: Time**

O'clock and half past

Quarter to and past

Months and years

Hours in a day

Telling the time to 5 minutes

Telling the time to the minute

Am and pm

24-hour clock

## Science

### **Physics: Light and Shadows**

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 that shadows are formed when the light from a light source is blocked by an opaque object.

Find patterns in the way that the size of shadow changes.

### **Working scientifically**

Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Inspirational career: [Microscopist Professor Robert Pal](#)

<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p><b>Retrieve</b> Retrieve and record information from non-fiction.</p> <p><b>Prediction</b> Predicting what might happen from details stated and implied.</p> <p><b>Summarising</b> Identifying main ideas drawn from more than 1 paragraph and summarising these.</p>	<p>Finding the duration</p> <p>Measuring time in seconds</p> <p>Problem solving with time</p>	
<p style="text-align: center;"><b><u>Religion and World Views</u></b> <b><u>Philosophy for Children – How do we know what’s right and wrong</u></b></p> <p>Understand how to present a balanced argument about a moral dilemma.</p> <p>Understand that belonging to a group may involve following certain rules.</p> <p>Understand how our views of right and wrong are influenced by others.</p> <p>Understand how to identify problems about morality.</p> <p>Understand that people express their moral views through the way they treat people.</p>	<p style="text-align: center;"><b><u>History</u></b> <b><u>Ancient Greece</u></b> <b><u>(800 BC – 146 BC)</u></b></p> <p>Explain who Alexander the Great was and understand which countries/territories he conquered to form the Greek empire.</p> <p>Understand the political system in Ancient Greece.</p> <p>The Battle of Marathon and the importance of eyewitness accounts.</p> <p>Ancient Greek gods and goddesses.</p> <p>The Trojan War.</p>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b><u>Tennis - outdoor</u></b></p> <p>Tennis ready position.</p> <p>Forehand hit.</p> <p>Serving.</p> <p>Moving forward to return a ball.</p> <p>Sending balls to partner for return.</p> <p>Court boundaries.</p> <p><b><u>Indoor PE</u></b></p> <p>Develop body control and awareness of space.</p> <p>Teamwork and cooperation through shared tasks.</p> <p>Improved decision making.</p>

		<p>Develop strength and balance.</p> <p>Develop leadership skills.</p>
<p><b><u>DT – Shell structures</u></b></p> <p>Investigate and evaluate existing shell structures.</p> <p>Know who the inventor of Computer Animated Design is. Make 3D nets.</p> <p>Create a design brief.</p> <p>Design the product on a computer.</p> <p>Make prototypes.</p> <p>Make a final design – a gift box to hold a cupcake for a birthday party.</p>	<p><b><u>Music</u></b> <b><u>Charanga: Bringing us together</u></b></p> <p>Disco music Listen &amp; appraise.</p> <p>Musical Activities: games, playing, improvisation, composition.</p> <p>Perform/Share.</p> <p>Focus on target vocabulary for the year.</p>	<p><b><u>PSHE/RSE</u></b></p> <p><u>Relationships – How to respect equality and diversity</u> <u>Living in the Wider World – Human rights</u></p> <p>Explore the British Value of the Term.</p> <p>Complete ‘My Feelings and Me’ booklet.</p> <p>Exploring aspirations and building a future.</p> <p>Economic wellbeing – understand how people have different opinions about saving and spending money.</p> <p>Understanding the importance of looking after the environment (plastic pollution).</p> <p>Recognise and understand human rights.</p>
<p><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Spreadsheets (Unit 3.3)</u></b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b><u>SMSC</u></b></p> <p><b>Social:</b> exploring the value forgiveness during daily worship, reflecting on our own beliefs and those of others through RWV lessons on Hinduism, Music lessons exploring a song about hope and friendship, time in the Peace Garden.</p> <p><b>Moral:</b> weekly PSHE lessons, Music lessons exploring a song about hope and friendship, behaviour chart and expectations in LKS2, PE lessons – understanding working as a team and good sportsmanship, routines week, exploring the British Value of the term.</p> <p><b>Spiritual:</b> exploration of Ancient Greece and the impact on our society including democracy, PE lessons focusing on working together as a team, working in pairs, groups or as a class.</p> <p><b>Cultural:</b> British values and global learning in order to develop pupils into global citizens and understand what it</p>	<p><b><u>Language of the Moment / French</u></b></p> <p>Language of the moment when answering the register and in Collective Worship.</p> <p><u>Language Angels</u> <u>French: Vegetables</u></p> <p>Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</p>

means to live in Britain, weekly French lessons, understanding a world faith (Hinduism).

### **Parental engagement:**

Photographs will be put on Facebook to keep parents informed about their children's learning.  
Parents will be invited to attend Parent's Evening this term

### **Visits and visitors:**

Online safety workshop Wednesday 13<sup>th</sup> May

### **Cultural Capital:**

Daily Class reader and books linked to diversity.  
Cool down station/reflection area within the classroom.  
Healthy school meals.  
Peace Garden available for reflection time at playtimes.  
Valuing the diverse culture and languages that the children bring to Year 3, including language of the month and any cultural celebration days.

### **Global Learning:**

Language of the month during registration.  
Reading a range of books linked to different global themes.  
Picture News Collective Worship – weekly.  
Learning about the Ancient Greeks/democracy and how this has impacted on the world we live.

### **Caring for the environment and each other:**

Recycling paper in the classroom.  
Litter picking on the playground.  
Gardening in Y3 garden.

### **Use of Artificial Intelligence**

- Computing/ Spreadsheets – Spreadsheets template.
- History - Google Earth – to look at aerial views of Ancient Greek structures.

### **Outdoor Learning:**

Know 4x and 8x multiplication facts.  
Telling the time.  
Recognise that shadows are formed when a light source is blocked by an opaque object.  
Know and understand about Greek Gods and Goddesses.  
Reading tent with a range of fiction and non-fiction books.  
Music – improvisation using percussion instruments.

