

PE

Dance

Perform dances using a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

OAA

Take part in outdoor and adventurous activity challenges both individually and within a team.

Tennis

Develop skills required for tennis such as the ready position, racket control and hitting a ball.

To score points and use skills, simple strategies and tactics to outwit the opposition whilst playing fairly and by the rules.

Music

Taught by HMS

English

See Unit Plans

Power of Reading:

Iron Man

Firework Maker's daughter

The Magic Pencil



R.E

Galilee to Jerusalem



Computing

Touch typing

1: To introduce typing terminology.

2: To practice and improve typing for home, bottom and top rows.

3: To practice the keys typed with the left hand.

4: To practice the keys typed with the right hand.

Email

To think about different methods of communicating.

To read, respond and write an email.

To learn how to use e mail safely. X2

To add an attachment to an e mail.

To explore a simulated email scenario.

Branching databases

To sort objects using just 'yes' or 'no' questions.

To complete a branching database using 2Question.

Year 3 Curriculum Map

Spring Term 2026

Mrs Hills, Mrs Frampton and Ms Moyse

Science

Fossils

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Soil

Recognise that soils are made from rocks and organic matter.

Light

Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.

Notice that light is reflected from surfaces

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 shadows change.

Find patterns in the way that the size of shadows change.

PSHE

RJED Redefining Racism

Life to the Full Unit 2

Family, Friends and Others

When things feel bad

Sharing Online

Chatting Online

Understanding racial and socialisation and

stereotypes RJED Redefining Racism

Life to the Full Unit 2

Maths

See Unit Plans

Number – multiplication and division

Multiples of 10, related calculations.

Reasoning about multiplication, multiply a 2-digit number by a 1-digit number - no exchange, multiply a 2-digit number by a 1-digit number - with exchange.

Link multiplication and division, divide a 2-digit number by a 1-digit number - no exchange, divide a 2-digit number by a 1-digit number - flexible partitioning, divide a 2-digit number by a 1-digit number - with remainders.

Scaling, scaling in different ways.

Measurement – length and perimeter

Measure in metres, centimetres and millimetres.

Equivalent lengths (metres and centimetres, centimetres and millimetres).

Measure, compare, add and subtract lengths (m/cm/mm).

Measure and calculate perimeter.

Number – fractions

Understand the denominators of unit fractions, Compare and order unit fractions.

Understand the numerators of non-unit fractions, understand the whole.

Compare and order non-unit fractions.

Fractions and scales, recognise and count fractions on a number line.

Equivalent fractions on a number line, as bar models.

Mass and capacity

Use scales, measure mass in grams, measure mass in kilograms and grams.

Equivalent masses (kilograms and grams), compare mass, add and subtract mass.

Measure capacity and volume in millilitres, measure capacity and volume in litres and millilitres.

Equivalent capacities and volumes (litres and millilitres), compare capacity and volume.

Add and subtract capacity and volume.

ART/DT

Art

Art-Sculpture + 3D Abstract shape and space



DT

Structures: Constructing a castle



History

Romans

To investigate life in Ancient Rome by looking at its buildings.

To explore the causes of the Roman invasion of Britain.

To investigate the different responses to the Roman invasion using a range of sources

To explore how the Roman army was so successful using a range of sources.

To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda

To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain

Geography:

To name and describe the layers of the Earth

To explain how and where mountains are formed

To explain why volcanoes happen 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

PE – Get Set 4 PE

Dance

Machines - To create actions in response to a stimulus and move in unison with a partner.
Machines -To create actions to move in contact with a partner or interact with a partner.
Machines -To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.
Forces and Magnets -To work with a partner to choose actions that relate to an idea.
Seasons -To remember and repeat actions.
To use dynamics to clearly show different phrases.
Seasons -To choose actions which relate to the idea.
To use space and timing to make my work look interesting.
Romans -To understand and use formations.
To choose poses which relate to the stimulus.
Romans -To use transitions and changes of timing to move into and out of shapes.

OAA

To develop cooperation and teamwork skills.
To develop communication skills and work effectively with a partner.
To develop trust and team work.
To be able to follow and give instructions.
To work effectively in small groups.
To develop planning and problem solving skills.
To involve all team members in an activity and work towards a collective goal.
To develop trust and accept support.
To be able to listen to others and follow instructions.
To be able to identify objects on a map.
To be able to draw and follow a simple map.
To draw a route using directions.
To be able to orientate a map and navigate around a grid

Tennis

To develop racket and ball control.
To develop returning the ball using a forehand groundstroke.
To be able to rally using a forehand.
To develop the two handed backhand.
To learn how to score.
To develop playing against an opponent.
To work collaboratively with a partner and compete against others.

ART/DT

Spring 1 (DT)

1. To identify the features of a castle
2. To design a castle.
3. To construct 3D nets.
4. To construct and evaluate my final product.

Spring 2 Art

1. To join 2D shapes to make 3D structures.
2. To join materials in different ways when working in 3D.
3. To develop ideas for 3D artwork.
4. To apply knowledge of sculpture when working in 3D.
5. To evaluate and improve an artwork

Computing

Touch Typing

To discuss the need for correct posture when typing.
To introduce typing terminology.
To practise and improve typing skills.
To start to type words.
To improve the speed and efficiency of typing skills.

Email

To think about the different methods of communication.
To open and respond to an email.
To write an email to someone, using an address book.
To learn how to use an e mail safely – 2 lessons.
To add an attachment to an e mail.
To explore a simulated email scenario.

Branching Databases

To sort objects using just YES/NO questions.
To complete a branching database using 2Question.



Year 3 Curriculum Map

Spring Term 2026

Science

Spring 1 – Soils and fossils

To describe and detail how fossils are formed when living things are trapped inside a rock.
To complete a fossil timeline.
To Recognise that soils are made from rocks and organic matter.
To explain why soil is important.
To plan a soil experiment.
To evaluate a soil experiment.

Spring 2: Light

To recognise that they need light in order to see things and that dark is the absence of light
To recognise that that we need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
To recognise that we need light in order to see things and that dark is the absence of light
To notice that light is reflected from surfaces
To recognise that shadows are formed when the light from a light source is blocked by an opaque object
To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
To recognise that shadows are formed when the light from a light source is blocked by an opaque object

PSHE

To redefine Racism

Life to the Full Unit 2

To become a relationship detective.
To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying
To Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond
To understanding racial and socialisation and stereotypes RJED Redefining Racism
To recognise that their increasing independence brings increased responsibility to keepthemselves and others safe.
To learn how to use technology safely.
To understand that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.

Music

Ukulele taught by HMS



History and Geography

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 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.

Why do people live near volcanoes?

Name all four layers of the Earth in the correct order, stating one fact about each layer.

Explain one or more ways a mountain can be formed.

Give a correct example of a mountain range and its continent.

Describe a tectonic plate and know that mountains occur along plate boundaries.

Correctly label the features of shield and composite volcanoes and explain how they form.

Name three ways in which volcanoes can be classified.

Describe how volcanoes form at tectonic plate boundaries.

Explain a mix of negative and positive consequences of living near a volcano.

State whether they would or would not want to live near a volcano.

State that an earthquake is caused when two plate boundaries move and shake the ground.

Explain that earthquakes happen along plate boundaries.

List some negative effects that an earthquake can have on a community.

Observe, digitally record and map different rocks using a symbol on a map.

Identify rock types and their origins based on collected data