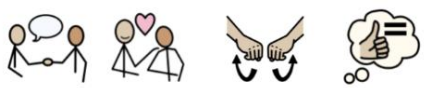
Hanley St Luke's Church of England Academy

Year 3 Curriculum Overview 2026-2027

"I have come that they may have life and have it to the full." (John 10:10)

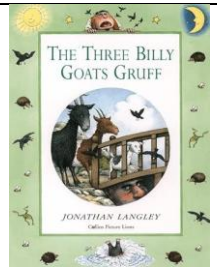
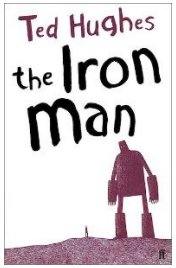
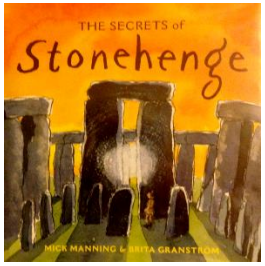
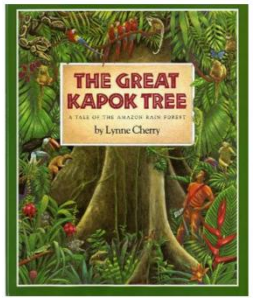
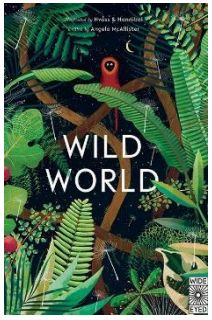
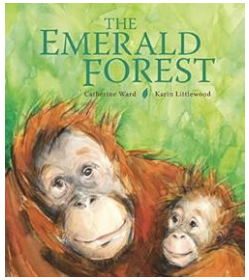
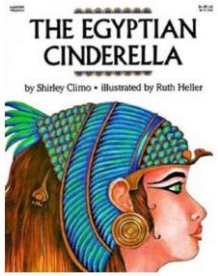
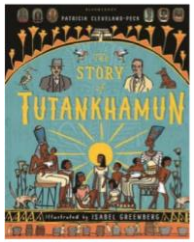
Skills Builder

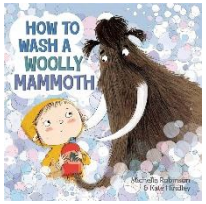
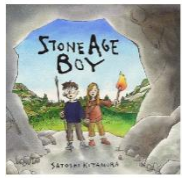
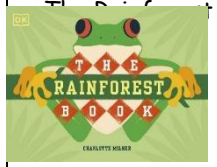
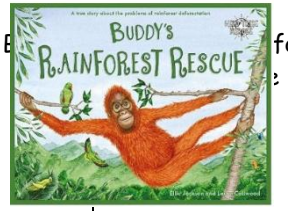
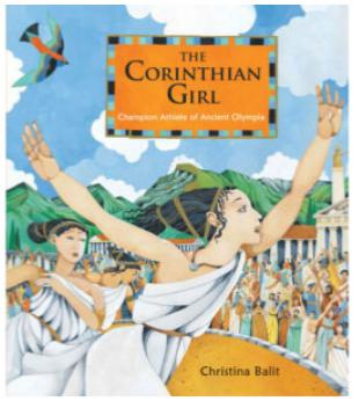
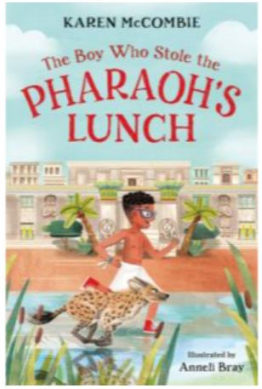




Be Ready
Be Responsible
Be Safe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Weeks	**8 weeks**	**7 weeks**	**6 weeks**	**5 weeks**	**6 weeks**	**7 weeks**
Worship	The Words of Jesus Harvest	Advent and Christmas	People Jesus Meets	Holy Week and Easter	The Parables of Jesus	The Miracles of Jesus
RE	What is it like for someone to follow God? (People of God)	Incarnation/God L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to Muslims? (Ibadah)	L2.10 How do festivals and family life show what matters to Jewish people? (God, Torah, The People)	Creation/Fall L2.1 What do Christians learn from the Creation story? Green RE Focus	How and why do people try to make the world a better place? (Thematic)
	Let's Travel Through Time!		**Rescuing the Rainforest**		**Ancient Egypt**	

Core Books for Writing						
	 The Three Billy Goats Gruff (Traditional tales)	The Iron Man   The Secret of Stonehenge (Non-fiction) I was born in the Stone Age by Michael Rosen (poem)	The Great Kapok Tree  Wild World (poem) 	The Emerald Forest 		

Guided Reading texts	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed* How to Wash A Woolly Mammoth  	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed* Stone Age Boy 	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed*  	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed* forest	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed* Give Me Back My Bones!  	*Whole Class Guided Reading – range of fiction/non-fiction and poetry – Phonics where needed*
SPAG and Non-fiction Text type	2.5 weeks Place Value of Punctuation- Grammarsaurus **SPAG/grammar:** Nouns, pronouns , verbs , adverbs , conjunctions, Imperative verbs, a and an, adjectives, synonyms, conjunctions, contractions, plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, fronted adverbials, direct speech. Thesaurus and dictionary work.		**SPAG/grammar** Verbs, nouns, adverbs, conjunctions, Imperative plurals, double ly endings, ing and ed sentences and double adjectives within a sentence, Commas, Inverted commas, fronted adverbials. Edit and improve			

	Edit and improve				
Writing Opportunities	**Genres:** **Narrative** – Embellishment Setting and/or Troll Narrative – Retell of the opening (The Iron Man) Informal letter – character in the story Narrative – Retell conversation between Hogarth and his dad Instructions – How to make a woolly mammoth?	**Genres:** Setting Description - Rainforest Narrative- dialogue (characters from the book) Persuasive Poster - Deforestation Non-Chronological Report – rainforest animal Formal letter – Deforestation		**Genres:** Innovated narrative Persuasive Travel brochure page – Egypt Explanation - Pyramids · Non-chronological report on Egypt – Grammasaurus Diary Entry- Cinderella	
Maths & Ready to Progress	Place Value Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and perimeter Fractions A Mass and Capacity		Fractions B Money Time Shape Statistics	
Science	**Light** Light Source to See and Darkness as an absence of light. Length of shadows Light Sources Light is reflected from surfaces. Sun Dangers and Sun Protection Formation and Size of Shadows The Great Shadow Size Investigation Ibn Al-Haytham (Alhazen) Arabic House of Widom	**Rocks** Describe Fossil Formations Compare and Group Types of Rocks Recognising soils Mary Anning Properties of Rock Investigation Rocks	**Plants** Functions of different parts of flowering plants Life and Growth of Plants Transportation of water in plants Life Cycle of a Flowering Plant Dissection Investigation Study of Botany as a career Plants	**Animals including Humans** Nutrition Functions of skeletons and muscles. How much Sugar? Experiment (Nicky Waller) Career link - Joe Wicks	**Forces and Magnets** Compare how things move on different surfaces Pushes and Pulls Notice how some forces need contact: Friction, Magnetic Forces act at distance How magnets repel and attract? Investigation: Grouping Everyday materials on whether they are magnetic or not? Prediction: Will two magnets attract or repel (Investigation) Career link - Michael Farraday
Curriculum Enrichment Opportunities	Conkers- Stinky Stone Age trip Church visits	Forest School Lego Rainforest Workshop - STEM		Careers Week Manchester Museum – Ancient Egypt	

	Money Ready workshop – Money European Languages Day Black History Month National Poetry Day Potteries Museum – Stone Age Pots Cricket- Chance to Shine Into Film Cinema Experience Now Press Play- A Stone Age Boy		Swimming Jewish Synagogue Visit Real World Fossil Workshop- STEM Now Press Play- The Rainforest Class Worship – The Ten Commandments Carbon Dioxide Workshop Stanley Head- Orienteering Local Park walk Easter Parent Workshop Mother's Day Breakfast		Real World Skeleton Workshop- STEM Egyptian Day Now Press Play- The Egyptians Northwood Park – Plants and parts of a plant walk. City Library – Author visit	
Computing	Connecting Computers Now, Press, Play Online Safety	Stop frame animation- Stone Age motion picture	Sequencing sounds	AI Digital Literacy How is AI different from a human? How can AI help people without replacing them? Can a computer be unfair? How do we know if something online is true? Should we always use AI when we can?	Desk Top Publishing	Events and actions in programmes
History	**Stone Age/ Bronze Age/ Iron Age** What was life is like in the Palaeolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age? What was life is like in the different regions of England during the Stone Age? ***Historical and enquiry skills taught*** Understanding how artefacts can help us to discover about everyday life in the past To compare bronze and iron and the impact these metals had on people at the time				**Ancient Egypt(moved from Y4)** **Curriculum Coverage:** *The achievements of the earliest civilisations* **Enquiry Question:** What were the greatest achievement of Ancient Egypt? **Key Skills:** I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE. I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical	

	To understand the causes and consequences of the introduction of bronze to society To understand how everyday life changed from the Stone Age to the Iron Age Using artefacts and artist impressions of remains to make inferences about Neolithic Britian Understanding and comparing how tools have changed during the Bronze Age Using remains to decide how people lived in Skara Brae To understand how agriculture changed people's lives in the Neolithic To understand how Skara Brae is historically significant **Stone Age** **Black History** **Who was Simone Biles?** **How have they influenced other people of colour?** Black History month **Remembrance** **Why is the Royal British Legion such an important charity for our armed forces?** Remembrance Day		enquiry in order to gain a more accurate understanding of history. I can suggest causes and consequences of some of the main events within Ancient Egypt. I can begin to explain the concept of change over a long period of history. I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt. I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought. **Key Themes:** Civilisation, Trade, Settlement, Empire, Monarchy **Local History Study** **Coal Mining – Chatterley Whitfield** I can explain why Stoke-on-Trent became an industrial centre I can use evidence to make inferences I can describe causes and consequences of industrial growth I can compare past and present with explanation I can understand impact on people's lives I can use historical vocabulary accurately
Geography	**Place and Locational Knowledge** **The United Kingdom** • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey	**Rainforests & Sustainibility** **Human and Physical Geography** **Place and Locational Knowledge** **Why are rainforests so important to our world?** **What flora and fauna inhabit the rainforests of the world?** Map and atlas work Where do we find rainforests in our world? Creating a relief map of South America Layers of a rainforest Flora and fauna of the rainforests Comparing Sherwood forest with the Amazon Deforestation	• **Field Work and Local Geography** • **What facilities are in my local area and how do people travel there?** • • identify land-use patterns and understand how some of these aspects have changed over time • • describe and understand key aspects of human geography, including types of settlement and land use • • use fieldwork to observe, measure, record and present the human and physical features in the local area

	maps) to build their knowledge of the United Kingdom and the wider world • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Indigenous tribes of the rainforests now press play **Rainforests** **Orienteering** Stanley Head- How are maps used? How can maps be used to help us locate places? Mapping skills and nightline team building	• using a range of methods, including sketch maps, plans, graphs and digital technologies •
D & T	**Textiles:** **How can you make the perfect pouch for a Stone Age adventure?** • investigate and analyse a range of existing products • use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world	**Food and Nutrition** **How can we turn root vegetables into a colourful summer roll?** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • investigate and analyse a range of existing products • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • select from and use a range of tools and equipment to perform practical tasks • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Mechanism:** **How can we use magnets to make a model move mysteriously?** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately • select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen and reinforce more complex structures • understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)
Art	**Monochromatic Unit: Skill – How do artists draw faces?** Pupils will revise how grip can impact the control we have of a pencil, revise the parts of a pencil, know the definition of texture, line and shape, explore how marks can be used to create an	**Sculpture unit: How can where you live impact you as an artist?** Exploring how location and environment influence artists and how culture shapes creative ideas Experimenting with sketching techniques to	**Chromatic Unit: Who is the illustrator?** Skill -Mixed Media/Painting and Collage Watercolours and acrylics similarities and differences and how they are used by illustrators. Exploring the differences between watercolour and acrylic paints and understanding how water

	impression of texture, explore how lines and shapes can create artistic impressions of facial features, learn to draw from observation, control a pencil with increased precision, learn how we can use shapes to support drawing and use value and texture whilst drawing. Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently. Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.		record shapes and forms found in nature Building and joining clay forms securely using pinch pot and modelling techniques Applying paint with control to add colour, texture and detail to clay sculptures Reflecting on how artists are influenced by place and evaluating the success of their own work		and paint behave differently as a medium Applying watercolour techniques such as layering from light to dark, and building confidence in controlled brushstrokes Creating a resolved observational illustration by applying learned techniques, using shapes and lines accurately and working with patience and perseverance Appreciating and reflecting on artwork by discussing purpose, techniques and creative choices using appropriate art vocabulary	
Music	<u>Compose Using your Imagination</u> (Charanga - Model Music Curriculum – Year 3 – Unit 3) Create own music by combining sounds.		<u>Blown Away Recorder 1</u> (Charanga – Instruments – Heather Ward Recorder Collection) Playing the recorder.		<u>Blown Away Recorder 2</u> (Charanga – Instruments – Heather Ward Recorder Collection) Playing the recorder.	
PE	Indoor: Fitness Outdoor: Chance to shine Cricket	Indoor: Time 4 Sport CPD Gymnastics Fitness: Fitness	Indoor:Handball Fitness: KS2 foundations	Fitness: Well-being Outdoor: Netball	Indoor: Time 4 Sport CPD Dance Fitness: KS2 Lawn Bowls	Fitness : Triathlon Outdoor: Rounders
PSHE	Mind Up. Relationships –Families & Friendships, Safe Relationships, Respecting Ourselves & Others		Mind Up. Living in the wider world – Belonging to a community, Media. Literacy & Digital Resilience, Money & Work		Mind Up. Health & Wellbeing –Physical Health & Mental Wellbeing, Growing & Changing, Keeping Safe	
Spanish	Vowels Greetings Names Numbers 1-10 Ages Phonic practice Classroom items Christmas card instructions/dates/figures		Classroom instructions Animals Colours Spanish stories Numbers 20-50 The date & birthday The very hungry caterpillar		The very hungry caterpillar (by Eric Carle) My family At the farm (3)	