

Year 3 Yearly Overview 2026-2027

Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Back in time!	Rocks, Relics and Rumbles	Ancient Egypt	Mystery	Fair Trade	Near and far
English	The First Drawing Stone Age Boy <i>Performance Pieces:</i> Diary Writing Narrative RWI Comprehension	The Lost Happy Endings Escape from Pompeii <i>Performance Pieces:</i> Character description of the Witch Non chronological report Setting Description RWI Comprehension	Cinderella of the Nile <i>Performance Pieces:</i> Narrative Setting Description Charlotte's Web	The Day of Ahmed's Secret Ancient Egypt – Non - Fiction Mummification Instructional text <i>Performance Pieces:</i> Diary entry Charlotte's Web	Cloud Tea Monkey <i>Performance pieces:</i> Setting description Recount thank you letter. Haiku Poetry The Wild Robot	Iron Man For the birds (film narrative) Character Description - create a character <i>Performance pieces:</i> Narrative (children create their own robot story) The Wild Robot
Maths	Number Sense Place Value Addition & Subtraction	Number Sense Addition & Subtraction Multiplication & Division	Multiplication and Division Length and Perimeter	Fractions Mass & Capacity Fractions	Money Time	Time Shapes Statistics
Science	Rocks and Soils	Forces + Magnets	Animals including humans	Plants	Light	
Computing	Computing systems and networks – Connecting computers Understand computer networks including the internet	Creating media - Stop-frame animation Select, use and combine a variety of software	Programming A – Sequencing sounds Use sequence, selection, and repetition in programs	Data and information – Branching databases Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour	Creating media – Desktop publishing Use search technologies effectively	Programming B - Events and actions in programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
PSHE	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

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History or Geography	History: Stone Age to Iron Age	Geography: Volcanoes and earthquakes Human and Physical processes	History: Ancient Egypt		Geography: Physical and human features of the UK Map work (digital computer mapping) Fieldwork	Geography: Human Geography Place Knowledge Sri Lanka
Music	Animal Sounds Assessment: I can describe how music represents images or animals. Repertoire: *Carnival of the Animals* (Saint-Saëns).	Recorder: Assessment: I can play simple notes on the recorder, perform short melodies, and keep in time with others. Repertoire: Simple recorder tunes*	Notation: I can recognise and read simple notes on a stave (C–E–G) and perform them on an instrument. Repertoire: Short melodic recorder/glockenspiel pieces.	So-fa composition with Notation Assessment: I can use so-fa to create and notate a short melody using crotchets, quavers, minims. Repertoire/Listening: O Fortuna (Orff) for rhythmic drive	Whole Class Programme: Assessment: I can rehearse and sing songs from different genres as part of a large group. Repertoire: Songs selected by the external programme (e.g. pop, folk, gospel, musical theatre).	Whole Class Programme: I can perform confidently in a large-scale production, singing and playing with expression and awareness of audience. Repertoire: Final performance setlist (mixed genres)
Art or Design Technology	Art: Drawing: Architecture: Dame Zaha Hadid Class Artists Henri Rousseau Piet Mondrian Katsushika Hokusai Nahem Shoa	DT: Textiles – 2-D Shape to 3-D Product: 3D Christmas decoration	Art: Ancient Egypt: Painting with scissors	DT: Mechanical Systems – Pneumatics: Toy in a burger box	Art: The Impressionists: Monet, Haystacks	DT; Healthy and varied diet: Bread making
French	I'm learning French Greetings Numbers 1-12 Colours instructions/French Culture Silent letters at the end of French words		The Animals Animals' names I am a ... Indefinite article un/une Masculine/feminine Silent letters and liaison		The Fruits Fruits names I like, I don't like Indefinite article un/une Definite article les Masculine/feminine/ plural Silent letters and liaison	
PE	Indoor: Swimming Outdoor: Invasion Games (feet) Football	Indoor: Swimming Outdoor: Invasion Games (hands) Netball	Indoor: Swimming Outdoor: Handball	Indoor: Swimming Outdoor: Over the net Tennis	Indoor: Swimming Outdoor: Athletics Developing running, jumping & throwing skills	Indoor: Swimming Outdoor: Striking and Fielding Rounders
RE	What do Christians do when they pray and why? A/E (Christianity)	What can we learn from the life of Buddha about being happy? A/F (Buddhism)	Should holy books be treated differently to other books? C/E (Islam)	What are our most important religious artefacts and symbols? How do they show what we believe? B/D (Judaism)	How do faith groups mark naming ceremonies? B/E (Hinduism)	What makes some places sacred? C/F (Christianity and Islam)