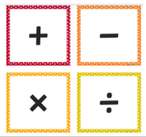
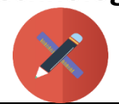
Year 3 Autumn Term Curriculum 2026

	This overview gives an outline of the learning your children will experience and participate in and provides information about the diverse curriculum which we have developed to ensure that the needs of all our children are met academically, morally, socially and culturally. Our children will develop as learners and be supported in recognising their own potential, embracing challenge and building on their positive learning attitudes as part of our inclusive community where every individual feels valued.
English 	**Fiction:** The children will explore 'The Iron Man' by Ted Hughes to write diary entries and a report. They will write a narrative inspired by their work in Geography, focusing on biomes, and will also write a survival narrative. They will develop their descriptive writing, inspired by Christmas at Hogwarts. **Non-fiction:** The children will deepen their understanding of the Romans by writing a non-chronological report linked to an aspect of Roman history. **Spelling and Reading:** Spelling is taught on a weekly cycle which will cover all the curriculum words and rules. Regular reading, both at home and school, is a daily feature of learning in English and children are encouraged to enjoy a diverse range of books.
Maths 	**Year 3** The children will begin the year by learning about the place value in numbers up to 1,000. They will then move onto addition and subtaction where they will use the compact method to calculate. They will end the term by exploring multiplication and division.
Science 	**Forces and Magnets:** We will begin this unit of learning by considering the question, 'What is a force?' Children will examine how some forces, such as friction, need contact between objects, but magnetic forces can act at a distance. They will compare and group together a variety of everyday objects. Throughout this unit, children will carry out a variety of fair/comparative tests and focus on understanding the differences between dependent, independent and control variables. **Animals including Humans:** The children will describe the simple functions of the basic parts of the digestive system in humans. They will also construct and interpret a variety of food chains, identifying producers, predators and prey. Furthermore, they will learn about the different types of teeth and their functions.
History 	**The Romans** This half term, we will be exploring the impact of the Roman invasion on Britain. The children will have the opportunity to delve deeper into the idea of invasion and how the Romans dominated Europe. We will also be looking at Roman leaders, specifically the Celts, Julius Caesar and Claudius. We will be exploring Roman settlements and how they have impacted our lives today.
Geography 	**Biomes** In the second half term, we will be exploring the different biomes of the Earth. The children will identify where in the world they are located and the climate of each different biome. As well as this, we will look at how ecosystems can be affected, how biomes can be damaged and how we can protect and preserve them. The key geography concepts (scale, place, space, environment, interconnections and physical and human processes) will be taught throughout the unit and children will be encouraged to use these in their verbal and written work.
Art 	**Roman-Inspired Clay Tiles** In this unit, children will explore Roman art and mosaics, using these as inspiration to create their own clay tiles. They will learn basic clay techniques, including sculpting and texturing, to design and craft tiles that reflect Roman styles. Additionally, children will study contemporary ceramic artists, comparing ancient and modern approaches to art. By the end of the unit, they will have designed and created their own unique ceramic piece, blending traditional Roman influences with contemporary ideas. **Exploring Pattern** The children will have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. They will also be introduced to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.

Design and Technology 	**Cooking and Nutrition (Making and Baking)** The children will sort and identify seasonal vegetables, look at different food groups, think about where certain products come from and which food are processed. The children will develop their cutting skills, including the claw and bridge technique, and think about hygiene when handling food. They will apply this learning to plan, prepare and cook a healthy and nutritious mini quiche.
Physical Education (PE) 	**Tri-Golf** introduce pupils to striking with a Launcher (Wedge). Pupils will learn that when we strike a ball with a Launcher (wedge), the ball will travel in the air over a longer distance than a Roller (Putter). **Gymnastics** In gymnastics, the children will follow a unit linked to ancient Egyptians, practising relevant skills and combining them to produce a finished sequence to perform.
Computing 	**Computing Systems and Networks** Children will explore how digital devices work by understanding inputs, outputs, and how information is passed between devices for different purposes. **Data and Information** Children will create and use branching databases, selecting objects and comparing information within a structured format to prove how data is organised. **Online Safety** Children will learn how to stay safe online by exploring different scenarios and learn strategies for responsible digital behaviour.
Music 	**Vocal Techniques** In this unit, children will explore vocal techniques, beginning with an introduction to how the voice works and progressing to the development of basic vocal skills. They will learn to incorporate rhythmic notation, compose a vocal soundscape and apply their skills to learn and perform a new song. The unit culminates in a group performance, where children assess their vocal progress.
Personal Social Health Education (PSHE) 	**Rights, Rules and Responsibilities** The children will be developing their understanding of 'wants' and 'needs' and how we all have rights that have a responsibility linked to them. The children will discuss the need for rules and who decides what these rules are. **Myself and My Relationships** The children will look at the qualities that make a good friend and how these relationships can be made, maintained but also that these friendships can change. We will identify how family members can support each other and look at networks of support. We will also look at bullying, thinking about how people would feel and the roles we can all play in these situations.
World Views 	**Why do people want to visit Bethlehem?** In this unit, children will explore the concept of pilgrimage, examining why people choose to embark on pilgrimages and what they gain from the experience. They will investigate different types of pilgrimages, with a focus on Christian and non-religious pilgrimages. The unit consists of an in-depth look at pilgrimage to Bethlehem. Through this, children will gain a broader understanding of both religious and spiritual journeys across the world. **Who were the Anglo-Saxon saints? What difference did they make to Britain?** The children will be looking at how Britain was influenced by the arrival of the Anglo-Saxons and how some of their beliefs were different to some of the people living in Britain at the time. They will also explore how Christianity arrived in the UK.
Languages 	**Year 3** This term in French, Year 3 will be getting to know France and learning how to introduce themselves in short conversation. Then they will move on to finding out how to describe their families in French.
Enrichment 	**WB: Monday 16th November:** Anti-bullying is addressed throughout the year, but with a particular focus during Anti-Bullying Week in November. This year the theme is *'Break the Silence'*