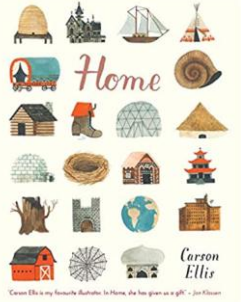
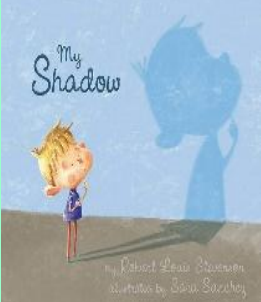
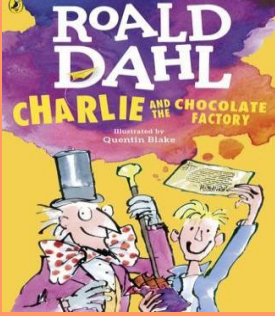
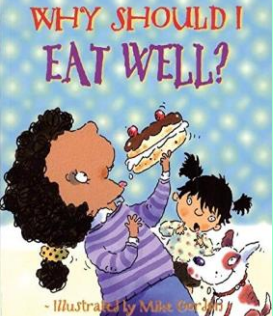


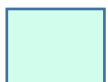
YEAR 3 CURRICULUM MAP 2026-2027

	Week 1 Wednesday 02.09.26	Week 2 07.09.26	Week 3 14.09.26	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10.26	Week 7 12.10.26	Week 8 19. 10.26		Week 1 02.11.26	Week 2 09.11.26 Start 1:1s for assessment week	Week 3 16.11.26 Assessment week	Week 4 23.11.26 Progress week	Week 5 30.11.26 Progress week	Week 6 07.12.26 Provision	Week 7 14.12.26	
AUTUMN TERM (ex. History sticky starters)	UK Geography Somewhere to Settle - settlements and land use				Human					Narrative Charlie and the chocolate factory By Roald Dahl				Science Animals including humans			
Main curriculum areas	Enquiry question: Why do people live in Tunstall? What is there? Describe where the UK is located, and name and locate its four countries and some counties. Locate where they live in the UK. Relate continent, country, county, city and where they live. Explain what a settlement is. Identify important features of a settlement site. Give reasons why a settlement might be suitable or unsuitable. Identify and sequence different human environments in a simple settlement hierarchy - isolated place, hamlet village, small town, large town, city, capital city etc. Understand differences between rural and urban areas. Recognise features and some activities that occur in different settlements using a range of key vocabulary. Begin to understand how some of these uses have changed and developed over time. Use a simple letter and number grid. Give direction instructions up to four compass points. Make a simple sketch map of a settlement with a key. Use an atlas or a map to find a route between two places. Carry out fieldwork in the local area using appropriate techniques suggested				Poetry week with art focus					Charlie and the Chocolate Factory: After watching Charlie and the Chocolate Factory alongside reading the Roald Dahl text overtime, children explore Charlie's moral dilemma - what to do with the 50p coin. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Create settings, characters and plot Evaluate and edit by: assessing the effectiveness of their own writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech				Scientific Enquiry question: What is the function of a skeleton? What is nutrition? TAPS - Animals including humans - investigate skeletons (planning and asking questions) Do older people always have bigger skulls than children? Famous scientist/nutritionist - Jamie Oliver Animals including humans: Identify that animals, including humans, need the right types and amount of nutrition Understand that they cannot make their own food Explore how they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.			

YEAR 3 CURRICULUM MAP 2026-2027

			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 shadows changes			
Educational visits/ experiences	Fieldwork - Walk around Tunstall and look at land use - collect data - complete tally charts - make bar charts - reach conclusions Or Stanley Head take the children on mini buses to visit a series of contrasting environments - rural and urban		Visit a mosque - Tunstall Mosque		Trip - Cadbury's World	Outside speaker - Nurse - Healthy Eating
Voting Machine	Voting for family WC 06.10.26				Year 3 – Narrative – Charlie and the Chocolate factory - Which room would you rather visit? Red – chocolate river Blue – Inventing room Green – testing room Yellow – Wonkavision studio – WC 24.11.26	
Writing opportunities	Geography - Settlements - Persuasive leaflet about moving to Tunstall 1:1 edit to take place		Scientific writing: Scientific write-up with the focus writing the method		Narrative - Charlie and the Chocolate Factory - Character description alternative ending/dilemma	Scientific writing: writing a conclusion
Key text	 Carson Ellis					
Grammar foci	Paragraphing Persuasive language - comparatives and superlatives		Conjunctions - because, so, and, but, if, etc		Expanded nouns phrases including commas Paragraphing - Fronted adverbials with comma - Pronouns to avoid repetition	Conjunctions - ISAW A WABUB
Computing	Computing Systems and Network - connecting computers	Safer internet day Lego -			Creating media-stop-frame animation	
Art					https://www.accessart.org.uk/gestural-drawing-with-charcoal/	

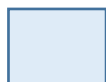
Key:



Science



Narrative



History



Geography



2

Art



DT

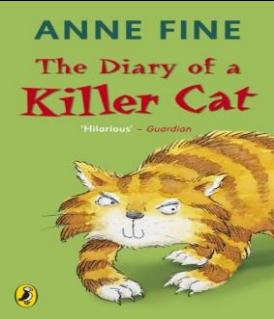
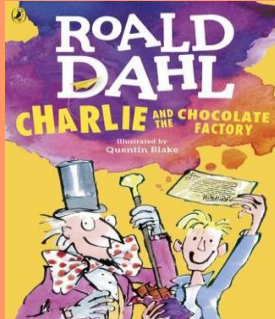


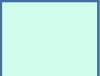
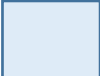
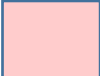
Computing



RE

YEAR 3 CURRICULUM MAP 2026-2027

D.T.													D&T - Food 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. Making fruit salad Making chaat masala Links with Science WC 15.12.25		
RE	RE: What is it like to follow God?												RE: Christianity/ Incarnation – What is the Trinity? (core learning – Baptism and the Grace)		
PE	Dance with Fliss												Cricket		
Reading for pleasure															
	Week 1 04.01.27	Week 2 11.01.27	Week 3 18.01.27	Week 4 25.01.27	Week 5 01.02.27	Week 6 08.02.27			Week 1 22.02.27	Week 2 01.03.27	Week 3 08.03.27 Assessment week	Week 4 15.03.27 Progress week	Week 5 22.03.27 (4 days)		

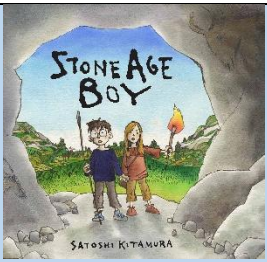
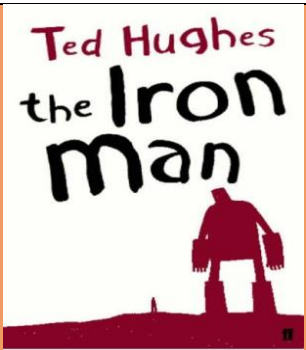
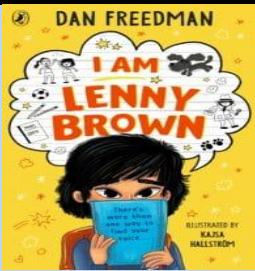
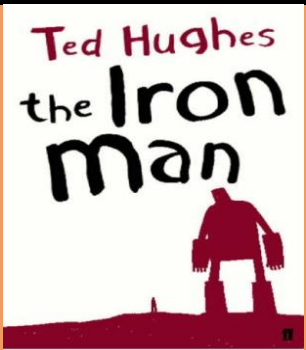
Key:  Science  Narrative  History  Geography  Art

 DT  Computing  RE

YEAR 3 CURRICULUM MAP 2026-2027

									Start 1:1s for assessment week			Progress week		
SPRING TERM (ex. Geography sticky starters)	History Changes in Britain from the Stone Age to the Iron Age			Narrative The Iron Man by Ted Hughes			Half term (15.02.27-19.02.27)	Poetry week with art focus	World Geography Rainforests - A study of South America’s rainforest				Easter (26.03.27-09.04.27)	
Main curriculum areas	Enquiry question: In which age would you have preferred to have lived - the Stone Age or the Iron Age? Why? How did Britain change from the Stone Age to the Iron Age? The children will consider: Who were the first people to live in Britain and how do we know about them?			Plan their writing by: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Draft and write by: Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters and plot Assess the effectiveness of their own and others’ writing and suggesting improvements					Enquiry question: What are rainforests and why should we preserve them? Name and locate the world’s seven continents and five oceans. Use a globe and map to identify the position of the Equator and the poles.					

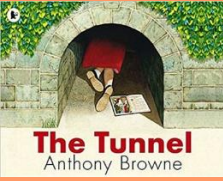
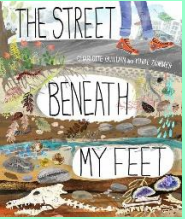
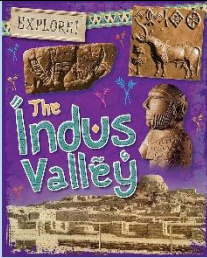
YEAR 3 CURRICULUM MAP 2026-2027

Key text					One Day on our Blue Planet: In the Rainforest by Ella Bailey		
Grammar foci	Headings and sub headings Imperative verbs Adverbials of time	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use and punctuate direct speech			Present perfect tense; Fronted adverbials with comma Pronouns to avoid repetition		
Computing	Creating media - desktop publishing			Programming A: Sequencing Sounds			
Art					https://www.accessart.org.uk/making-painted-sewn-landscapes/		
D.T.	<u>Design and Technology: Textiles - Seed pouch</u> Children use a variety of textile materials to create their own pouch to carry seeds in Select appropriate materials, giving reasons Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration WC 19.01.26						
RE	RE: Judaism – How do festivals and family life show what matters to Jewish people?			RE: Islam – How do festivals and worship show what matters to a Muslim?			
PE	Gymnastics with Fliss			Tennis			
Reading for pleasure							

YEAR 3 CURRICULUM MAP 2026-2027

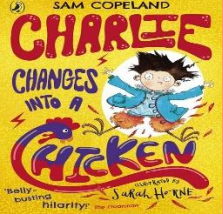
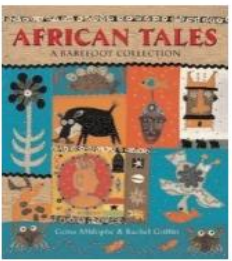
	Week 1 12.04.27	Week 2 19.04.27	Week 3 26.04.27	Week 4 03.05.27 (Bank holiday Monday)	Week 5 10.05.27 (SATS week)	Week 6 17.05.27	Week 7 24.05.27 (2 days)			Week 1 07.06.27	Week 2 14.06.27 Start 1:1s for assessment week	Week 3 21.06.27 Assessment week	Week 4 28.06.27 Prog week	Week 5 05.07.27 Prog week	Week 6 12.07. 27 Provision (Friday=INSET)	Week 7 19.07.27 (4 days)		
SUMMER TERM (ex. Science sticky starters)	Narrative - The Tunnel By Anthony Browne				Science - Rocks and Soils				Half term 26.05.27-04.06.27	History - The Indus Valley Civilisation			Poetry week with art focus	Science - Plants		Transition History/ Value Locality study with Pride		
Main curriculum areas	Reading - Adventure Story - The writing process-immersion in text-planning-writing - editing-drafting plan writing by discussing writing similar to that which children are planning to write in order to understand and learn from its structure, vocabulary and grammar. discuss and record ideas draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. organise paragraphs around a theme. evaluate and edit by assessing the effectiveness of their writing and suggesting improvement.				Enquiry question: Which rock would last the longest/be the least wearing/the strongest? <u>TAPS -Rocks and soils - rock reports (interpret report and evaluate) Which rock would last the longest/be the least wearing/the strongest?</u> Mary Anning (Discovery of Fossils) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. Use search technologies effectively to research Mary Anning.					Enquiry question: What were the achievements of The Indus Valley civilisation? Describe the similarities and differences between life in the Indus valley and modern-day Stoke-on-Trent. Locate the Indus Valley Civilisation on a map Put events on a time-line Use artefacts and historical evidence to gain knowledge about the past. Use artefacts and picture evidence to make inferences about the past Explore the achievements of the Indus Valley Civilisation Research for information				Enquiry question: how do the different parts of a plant help it to survive? TAPS Plants - measuring plants (observe and measure) Joseph Banks - botanist Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		A local heritage study Gladstone Art Deco workshop, Clarice Cliffe		
Educational visits/ experiences										(http://onedaycreative.com/) Indus Valley workshop								

YEAR 3 CURRICULUM MAP 2026-2027

Voting Machine	Year 3 – Narrative – the tunnel - What is the most important part of your writing? Red – vocabulary Blue – Audience Gren – grammar Yellow – purpose - WC 06.04.27			Year 3 – Science – plants Which is the most important part of growing a plant? Red – sunlight Blue – water Green – oxygen - WC 29.06.27				
Writing opportunities	Characterising speech - Jack and. Rose Plot weave - Build up and tension	Writing scientific conclusions		Indus Valley-Non-chronological report - What were the achievements of The Indus Valley civilisation?		Scientific writing - an information page about the different parts of a plant		
Key text								
Grammar foci	extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although use fronted adverbials. use commas after fronted adverbials. use and punctuate direct speech.	using a wider range of conjunctions, including: when, if, because, although		Headings and sub headings		Fronted adverbials - time, place, manner		
Computing	Computing- Branching databases			Programming B: Events and actions in programs				
Art				https://www.accessart.org.uk/telling-stories-through-making/				
D.T.	Automata Use research to develop design criteria. Use their knowledge of the animal and movement made by the cam in the design of their automaton. Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment. Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device. Use peer feedback and design criteria to help guide the evaluation process. WC 04.05.26							
RE	RE: Christianity - What do Christians learn from the Creation story?			RE: How and why do people try to make the world a better place?				



YEAR 3 CURRICULUM MAP 2026-2027

PE	Athletics				Fitness					
Reading for pleasure										

Key:

Science

Narrative

History

Geography

8

Art

DT

Computing

RE