St. Peter's CE Primary and Nursery School

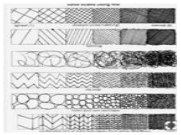
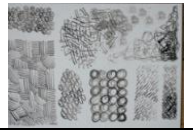
Year 3 Curriculum Overview 2025/2026

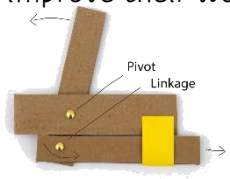
	Autumn	Spring	Summer
English	**Book Stimulus:** ***I Am the Seed t Grew the Tree: A Nature Poem for Every Day of the Year edited by Fiona Waters*** Squishy Words by Alistair Reid Sea Shell by Amy Lowell ***Coming to England by Floella Benjamin*** ***Winter's Child by Angela McAllister***	**Book Stimulus:** ***The River's Tale*** extract by Rudyard Kipling, in *Step Back in Time: A Poetry Anthology* collated by The Literacy Company *The Fossil by Ogden Nash (online)* **The Fossil Girl by Catherine Brighton** ***The Silence Seeker by Ben Morley***	**Book Stimulus:** ***Apes to Zebras An A-Z of Shape Poems* by Liz Brownlee, S Hardy Dawson and R Stevens** – Various animal poems from the above text *The Shape I'm In* by James Carter in *The Works Vol 1* by Paul Cookson ***I Saw a Peacock*** - Anonymous ***Journey by Aaron Becker*** ***Zeraffa Giraffa by Dianne Hofmeyr***
	Outcomes: **Poetry:** To write their own illustrated, descriptive senses poem about the sea Greater depth: To include extended images in their poem **Poetry:** To write and perform a five-couplet poem about winter, based on the structure of Sing to Me, Autumn **Recount:** To write letters from Floella to her Grandmother telling her about settling into life in the UK. Greater depth writing outcome: To include a letter from Grandmother in response to one of Floella's letters. **Fiction**: Fantasy story based on a fable	**Outcomes:** **Poetry:** To write an illustrated, descriptive poem about the river in the Stone Age. **Poetry:** To write and perform a poem celebrating the blue whale in the style of a Dinka poem **Recount, a journal** To write Mary Anning's fossil journal to describe the events of her finding the first Ichthyosaur. **Greater depth writing outcome:** To add an additional section of text to the journal (e.g. *a letter from Henry Henley or an information text about fossils*). **Rewrite the story** '*The Silence Seeker*' using the 3rd person, including details of the setting and some dialogue. **Greater depth writing outcome:**	**Outcomes:** **Poetry:** Pupils write a concrete poem about a giraffe, refining and editing with a partner. **Poetry:** Use ideas from *I saw a Peacock* to write a poem about an imaginary journey **Greater depth writing outcome:** Design their own repeating pattern for their poem **Persuasion:** tourism leaflet for the *Jardin des Plantes* in Paris Greater Depth: Include a section of a researched Paris landmark. **Fiction:** adventure story based on *Journey* using the language of Berlie Doherty Greater Depth: Include a new setting route to lead from one place into another.

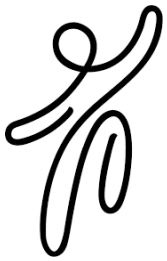
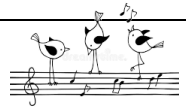
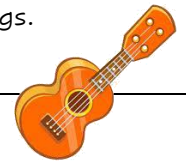
	Greater Depth: Narrative from a different point of view **Writing:** Ideas and key words (taken from reading) are used to support writing using oral rehearsal prior to writing. Thinks aloud to explore and collect ideas before beginning to write. Logically organises non-fiction writing and uses headings and sub headings to support the structure. Chooses words for variety and interest. Uses a variety of conjunctions to link clauses. Expresses time, place and cause using conjunctions, adverbs and prepositions. Uses capital letters, full stops, question marks and exclamation marks. Uses inverted commas to punctuate direct speech Handwriting is joined and legible and shows a consistency in letter formation. Spells some common exception words and words with contracted forms. Usually spells common polysyllabic words, including compound words accurately.	Write the story in the 1st person from the point of view of the asylum seeker. **Writing:** Creates setting, characters and plot within narratives using appropriate planning formats. Ideas and key words (taken from reading) are used to support writing using oral rehearsal prior to writing. Thinks aloud to explore and collect ideas before beginning to write. Uses proof reading to focus on accuracy with spelling and punctuation. Logically organises non-fiction writing and uses headings and sub headings to support the structure. Uses paragraphs to group related material together and sequences sentences and ideas logically. Uses past and present tense mostly correctly and consistently including the progressive form (ing) Chooses words for variety and interest. Uses a variety of conjunctions to link clauses. Expresses time, place and cause using conjunctions, adverbs and prepositions. Uses the present perfect form of verbs ('have/has') in addition to the simple past. Uses capital letters, full stops, question marks and exclamation marks, commas in a list, apostrophe for omission and singular possession. Uses inverted commas to punctuate direct speech Handwriting is joined and legible and shows a consistency in letter formation. Spells most common exception words and words with contracted forms.	**Writing:** Creates setting, characters and plot within narratives using appropriate planning formats. Ideas and key words (taken from reading) are used to support writing using oral rehearsal prior to writing. Thinks aloud to explore and collect ideas before beginning to write. Uses proof reading to focus on accuracy with spelling and punctuation. Logically organises non-fiction writing and uses headings and sub headings to support the structure. Uses paragraphs to group related material together and sequences sentences and ideas logically. Uses sentences with different forms including the use of adverbials Uses past and present tense mostly correctly and consistently including the progressive form (ing) Chooses words for variety and interest. Uses a variety of conjunctions to link clauses. Expresses time, place and cause using conjunctions, adverbs and prepositions. Uses the present perfect form of verbs ('have/has') in addition to the simple past. Uses capital letters, full stops, question marks and exclamation marks, commas in a list, apostrophe for omission and singular possession. Uses inverted commas to punctuate direct speech Handwriting is joined and legible and shows a consistency in letter formation. Spells most common exception words and words with contracted forms.

		Adds suffixes to spell some words correctly in their writing e.g. –ment, -ness, -less, -ly Usually spells common polysyllabic words, including compound words accurately.		Adds suffixes to spell some words correctly in their writing e.g. –ment, -ness, -less, -ly Usually spells common polysyllabic words, including compound words accurately.	
Reading	**Autumn 1: Owen and the Soldier** **Autumn 2: Grimwood**	**Spring 1: The Last Bear** **Spring 2 Charlotte's Web**		**Summer 1: An Alien in the Jam Factory** **Summer 2: Planet Omar**	
	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Decide when a text does not engage them and change it for something new. Share and write reviews on books they have enjoyed.				
Maths	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	**Animals including humans** I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	**Rocks** To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rock and organic matter.	**Forces and Magnets** I can compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and	**Light** **T**o recognise we need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a light source is blocked by an opaque object. Find pattens in the way	**Plants** I can identify and describe the functions of different parts of a flowering plant. I can explore the requirements of plant life and growth. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the lifecycle of flowering plants including pollination, seed

			group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. I can describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	that the shadows change.	formation and seed dispersal.
History		 **Stone Age** Changes in Britain from the Stone Age to the Iron Age, to include... Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. **Bronze Age & Iron Age** Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. 	**Ancient Egypt – a study of Egyptian life.** Who the Egyptians were and when they lived. Information about their culture – beliefs – gods and mummification, buildings – temples, tombs and pyramids, communication (writing), objects, art, structure of society. Tutankhamun. 	
Geography	**The United Kingdom** Recognise what a county is. Know how many countries there are in England. Locate the counties of England on a map of the UK. Locate the countries their capitals and surrounding seas that make up the UK	**Extreme Earth – Quakes, Tremors and Explosions.** Describe and understand key aspects of physical geography, volcanoes and earthquakes.			

	on a map. Label the key cities in the UK on a map. Use 8 points of a compass, two figure grid references, symbols and a key.		
Art	**Drawing** To know how to create texture with different drawing implements: pencil, oil pastels, and charcoal. To know that Stephen Wiltshire is a British architectural artist and is known for his ability to draw a landscape from memory. Use a sketchbook to experiment with different grades of pencil, other implements and create a final piece of work.  	**Colour and painting** To have an awareness of the variety and qualities of colour in the environment (Primary/secondary colours and where they sit on the colour wheel). To create a painting composition based on Alfred Wallis, considering the shapes of objects as part of the overall composition. (Applying colour in different ways: dotting, stippling, scratching, splashing)	**Sculpture and Form** To construct a simple tile base and layer/join shapes onto it to create a 3D form – (Shrewsbury Museum visit) **Pattern and printing** To explore and examine the works of William Morris To design a pattern that includes two or more motifs. (Sting and cardboard)
D&T	**Food** **Healthy and varied diets – packed lunch** Disassemble and evaluate familiar products. Measure with some accuracy. Demonstrate hygienic food preparation and storage. Evaluate a product against original design criteria.	**Mechanisms** Investigate and analyse a range of existing products. Understand and use mechanical systems in their products (for example levers and linkages). Use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes. Select from and use a wider range of tools and equipment to perform practical tasks accurately.	

			Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  			
P.E	Ball Skills Fitness Daily Mile	Gymnastics Fundamentals Daily Mile	Alternative Sports Dance Daily Mile	Uni Hoc Handball Daily Mile	Athletics/Swimming Tennis/Swimming Daily Mile	Cricket Outdoor Adventure Daily mile
Character Education **Jigsaw** 	**Being Me In My World** Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	**Celebrating Difference** Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments	**Dreams and Goals** Dreams and goals My dreams and ambitions A new challenge Our new challenge Our new challenge – overcoming obstacles Celebrating my learning	**Healthy Me** Being Fit and healthy What do I know about drugs? Being safe Safe or unsafe? My amazing body	**Relationships** Family roles and responsibilities Friendship Keeping myself online Being a global citizen Being a global citizen Celebrating my web of relationships	**Changing Me (RSE)** How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead
R.E	**Creation/ Fall** **What do Christians learn from the creation story?** To reflect on and be aware of God's world. To understand that the Bible tells Christians about the nature of God. To understand that the Bible tells	**Incarnation** **What is the Trinity?** Know that… Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Christians believe the Father creates; he sends the Son	**Humanism** **What is Humanism?** Humanists believe that human beings have natural origins and evolved naturally Humanists believe the world is a natural place with no supernatural side. Humanists believe this is the one life.	**Salvation** **Why do Christians call the day Jesus dies 'Good Friday'?** Know that… Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such	**People of God** **What is it like to follow God?** The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God.	**Islam** **Who is a Muslim and how do they live?** Introduction to the faith. Islam is the name of the religion. Muslims are people who follow that faith. Where do Muslims worship? Know that Muslims believe in one God.

	Christians about the nature of God. To make links between the Christian creation story and their own actions. To understand the Christian value of stewardship. To understand what can be learned from the Christian creation story. Understand the Christian creation story. 	who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	Humanists believe that people should use reason and empathy, considering the consequences of our actions. Know that Human beings alone are responsible for making the world a better place. 	as the Last Supper, were important in showing the disciples what Jesus came to earth to do. 	The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God. 	Explain the main beliefs that Muslims share. Which scriptures are sacred? Identify and know the meanings of Muslim symbols. Learn about the main Muslim ceremonies and celebrations. 
Music	**Three Little Birds** To identify and recognise basic musical styles and the instruments played. To play instruments as part of the song being learned. To explore and create simple musical sounds within the context of the song being learned. To sing together and in time with the group with a good sense of pulse. To notate music in different ways using graphic, pictorial notation, ICT. To perform what you have learnt to other people. 	**Dragon Song** To use accurate musical language to describe and talk about music. To demonstrate how pulse, rhythm and pitch work together. To consider that words mean something and project the meaning of the song. To use an instrument to play using a sound before symbol notation. To explore and create simple musical sounds with voices and instruments. To recognise the link between shape and pitch using graphic notations. 	**Ukulele** To know and be able to talk about a ukulete To play an instrument as part of an ensemble and as part of the song being learned. To play with more knowledge and confidence. To use a sound before symbol approach to playing. To use notation as appropriate. To follow the instructions given by a leader when playing group s ongs. 	

Foreign Languages	I am learning Spanish Animals	Presenting myself I am able/I know how	
Computing	**Creating media – Desktop Publishing** I know how text and images convey information. I know that text and layout can be edited. I know how different layouts can suit different purposes. I can identify the uses of desktop publishing in the real world I can choose appropriate page settings. I can consider the benefits of desktop publishing. I can add content to a desktop publishing publication. - I know why desktop publishing might be helpful	**Project Evolve – E-safety** Internet safety I can keep myself safe online. - I can use some strategies for keeping myself safe online - I know who to ask for help if I am worried or concerned about anything online (Jigsaw objective - Relationships 3) I can explain how to use search technologies effectively. - I can explain how search engines work. - I know how results are selected and ranked. (Project Evolve - Managing Online Information)	
Visits/ Visitors	Wem field work Visit to Exotic Zoo	Church visit – what is salvation?	Visit to Shrewsbury Museum: Art Virtual visit to mosque.
Outdoor Learning	Spend time outdoors listening, looking and reflecting on God's world.	Geography fieldwork around Wem Rock searches around the school grounds Stone Age forest school	Experiments with light and sound.
