

St. Thomas More Catholic Primary School
Curriculum framework overview – Year 3: 2025/2026

	Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 1 5 weeks	Spring term 2 5 weeks	Summer term 1 6 weeks	Summer term 2 7 weeks
School theme	'Lights, camera, action!'		'Step back in time'		'Colourful Cultures'	
Topic focus	Under the Sea		Stone Age		Egypt	
English	Character descriptions Descriptive writing Poetry	Postcard Instructions Oracy to writing	Non – chronological report Fantasy story Poetry	Information text Recount Oracy to writing	Diary writing Newspaper report	Adventure story. Poetry Oracy to writing
Key texts	Shark tale Dreamworks The Storm of the Whale by Benji Dave Shark Lady by Marta Alvarez Miguens	Under the sea Secrets of the sea by Kate Baker Flotsan By David Wiesner	Croods film Written by Kirk DeMicco and Chris Sanders,	Stig of the dump by Clive King	Amun's Ancient Egyptian diary By Richard Platt	Tadeo Jones (Literacy shed) The Secrets of a Sun King by Emma Carroll
Mathematics	Number –Place Value Number- Addition and subtraction	Number- Addition and subtraction Number- Multiplication and division	Number- Multiplication and division Measurement – Length and perimeter	Number- Fractions Measurement- Mass and capacity	Number- Fractions Measurement – Time Measurement – Money	Geometry – shapes Statistics
Science	Animals, including humans Recognise the nutrition required for animals and humans.	Plants Different parts of flowering plants: What plants need for life and growth	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. How are rocks made	Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects,	Light Recognise that they need light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and	



	Identify skeletons and muscles used for support, protection and movement	Water transportation within plants. Life cycle of flowering plants		but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	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.	
Computing	NCCE'S Teach computing					
Geography	<p>The Water Cycle Water Cycle</p> <p>Ask and respond to geographical questions</p> <p>Analyse evidence and draw conclusions</p> <p>Use basic geographical vocabulary</p>	<p>Rivers</p> <p>Describe key aspects of: physical geography, including: rivers, mountains</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Mountains</p> <p>Describe key aspects of: physical geography, including: rivers, mountains</p>		<p>Describing maps of the world</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>		<p>Fieldwork Mapping Local Area</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Understand how some of these aspects have changed over time</p> <p>Use fieldwork to observe and record the human and physical features in the local</p>



	<p>Make more detailed fieldwork sketches/diagrams Use fieldwork instruments</p> <p>Use a widening range of geographical terms</p>	<p>Use a range of resources to identify the key physical and human features of a location.</p>		<p>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>		<p>area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>
<p>History</p>		<p>Black History Mary Seacole</p>	<p>Stone Age</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Look at how people lived and their way of life</p> <p>Timeline events in chronological order.</p> <p>Ask questions and find answers about the past</p>		<p>Egypt</p> <p>Explore the idea that there are different accounts of history.</p> <p>Timeline events in chronological order</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Ask questions and find answers about the past.</p>	
<p>Art</p>	<p>Painting Landscapes</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>			<p>Drawing</p> <p>Use different grades of pencils and experiment with showing tone.</p>		

	<p>Explore shading using different media</p>			<p>Use hatching and cross hatching to show tone and textures in drawings.</p> <p>Use lines and blending to create different shades. Draw from first hand observation and secondary sources images e.g pictures and artists' copies.</p> <p>Draw using pencils and charcoal.</p>		
<p>Design Technology</p>			<p>Structure Stone Age Village Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>Textiles Egyptian Collars</p>	<p>Food and nutrition Eating seasonally Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



<p>Music</p>	<p>Let your spirit fly Recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds</p> <p>Listen to a variety of music.</p> <p>Recognise the purpose of the song and content within history.</p>	<p>Christmas Production Glockenspiel stage 1 Sing songs with multiple parts</p> <p>Play and perform in solo or ensemble contexts</p> <p>Learn to play instruments together.</p> <p>Play pieces in unison and in two parts.</p>	<p>Three little birds Find the pulse within the context of different songs/music with ease.</p>	<p>The dragon song Understand what improvisation is</p> <p>Create their own rhythms.</p>	<p>Bringing us together Understand what composition is.</p> <p>Have an understanding of formal written notation, which includes crochets and rests.</p> <p>Link between sound and symbol.</p> <p>Record the composition</p>	<p>Reflect, rewind and replay Practise, rehearse and present performances with awareness of an audience.</p>
<p>PE</p>	<p>Ball skills Have the opportunity to develop their accuracy and consistency when tracking a ball.</p> <p>Explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.</p> <p>Develop catching with one and two hands as well as dribbling with feet and hands.</p>	<p>Dance Create actions in response to a stimulus and move in unison with a partner</p> <p>Create actions to move in contact with a partner or interact with a partner.</p> <p>Select and link appropriate actions and dynamics to show our dance idea.</p> <p>Repeat and create actions to represent an idea.</p>	<p>Yoga Learn about mindfulness and body awareness.</p> <p>Learn yoga poses and techniques that will help them to connect their mind and body.</p> <p>Looks to improve wellbeing by building strength, flexibility and balance.</p>	<p>Football Encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.</p> <p>Will start by playing uneven and then move onto even sided games.</p> <p>Learn to work one on one and cooperatively within a team, showing respect for their</p>	<p>Dance Apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement</p> <p>Perform dances using a range of movement patterns</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Athletics Will develop basic running, jumping and throwing techniques.</p> <p>Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Think about how to achieve their greatest possible speed, distance or accuracy and</p>



	<p>Skills will then be applied to small group games.</p> <p>Have the opportunity to take on different roles and work both individually and with others</p>	<p>Share ideas of actions and dynamics to create a dance that shows a location.</p> <p>Use choreographing ideas to develop our dance</p>	<p>Learning includes breathing and meditation taught through fun and engaging activities.</p> <p>Work independently and with others to create their own yoga flows.</p>	<p>teammates, opposition and referee.</p> <p>Have the opportunities to select and apply tactics to outwit the opposition</p>		<p>learn how to persevere to achieve their personal best.</p> <p>Given opportunities to measure, time and record scores</p>
PSHE and Citizenship	<p>Being me in my world</p> <p>Face new challenges positively</p> <p>Understand why rules are needed</p> <p>Make responsible choices and take action.</p> <p>Understand their actions affect others</p>		<p>Dream and goals</p> <p>Dreams or ambitions</p> <p>New challenges and best ways to achieve them.</p> <p>Recognise obstacles, which might hinder and how to overcome them.</p> <p>Evaluate their own learning process</p>	<p>Healthy me</p> <p>How exercise affects their body and how important it is to take care of it keeping themselves safe,</p>	<p>Relationships</p> <p>Roles and responsibilities of family members.</p> <p>Explain how some of the actions and work of people around the world help and influence their life.</p> <p>Understand how children around the world and to identify how their lives may be different share their needs and rights.</p> <p>Know how to express their appreciation to their friends and family.</p>	<p>Changing me</p> <p>Understand that animals and humans change.</p> <p>Babies grow and development. Stereotypical ideas about parenting and family roles. Transition to Year 4.</p>
MFL Spanish	Phonetic lesson 2	.	Los animales	Puedo (I can)	La fruta (fruit)	Las verduras (vegetable)
Enrichment	Sea life centre				Egyptologist visitor	Diversity week