

Key Stage 2 Curriculum Plan 2026/2027
YEAR 3



Curriculum Drivers						
Spirituality		Enquiry		Knowledge of the World		Possibilities
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Visits and visitors						
Brain builders	Healthy living: exercise/eating	How is Christmas celebrated?	Roman Shield	Volcano research	Ancient Egyptians	TBC
Mathematics (White Rose Maths)	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions Mass and capacity		Fractions Money Time Shape Statistics	
Science (Kapow)	Movement and nutrition	Forces and magnets	Rocks and soils	Light and shadows	Plant reproduction	
Communication	- Engage in meaningful discussions in all areas of the curriculum. - Listen to and learn a wide range of subject specific vocabulary. - Through reading identify vocabulary that enriches and enlivens stories. - Speak to small and larger audiences at frequent intervals. - Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English. - Listen to and tell stories often so as to internalise the structure. - Debate issues and formulate well- constructed points.					
Reading	In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts. The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:- - Read and listen to a wide range of styles of text, including fairy stories, myths and legends. - Listen to and discuss a wide range of texts. - Learn poetry by heart. - Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. - Take part in conversations about books. - Learn a wide range of poetry by heart - Use the school and community libraries. - Look at classification systems. - Look at books with a different alphabet to English. - Read and listen to whole books.					
Writing	Fiction: Stone Age Boy by Satoshi Kitamura Make predictions Structure, presentation and punctuation Explore characters through drama Identify the features of a diary Retrieve and record information Write from different viewpoints Expanded noun phrases Extend sentences using conjunctions. Non-Fiction: Non chronological reports / information texts Focus: Antarctica Retrieve and record information Features and structure of a non-chronological report Organise information Use dictionaries Technical vocabulary Prepositions Similes Use organisational features Write to inform		Fiction: Escape from Pompeii by Christina Balit Nouns and adjectives Use a thesaurus Fronted adverbials Descriptive language Choose verbs for effect Retrieve and record information Edit writing Write in first person Non-Fiction: Explanation texts Focus: Volcanoes Identify an explanation text and its features Verbal explanation Impersonal language Fronted adverbials Conjunctions Introduce a topic Organise paragraphs Use organisational features Evaluate and edit		Fiction: Marcey and the Riddle of the Sphinx by Joe Todd-Stanton Make predictions Summarise Use powerful synonyms Write a riddle Use sentence length for effect Use ‘show don’t tell’ Fronted adverbials Use suspense and tension Edit writing Punctuate speech Write a script Non-Fiction: Instructions Focus: Mummification Identify the purpose of instructions Structure of instructional writing Features of instructions Imperative verbs and adverbs Time conjunctions Fronted adverbials Organisational devices Edit writing	
Computing	Introducing Computing in Year 3 Email Route Planners		Branching Databases Spreadsheets		Coding Presentations Touch Typing	
History	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		Why did Romans settle in Britain?		What did the Ancient Egyptians believe?	
Geography		Who lives in Antarctica?		Why do people live near volcanoes?		Are all settlements the same?

Music	Developing singing technique/Ballads		Creating compositions in response to an animation/Pentatonic melodies & composition		Jazz/Traditional instruments and improvisation or Recorders	
Physical Education Swimming for 8 weeks during the Spring Term	Learning Objectives: Working together Sporting Theme: Tag Rugby	Learning Objectives: Being part of a team Sporting Theme: Handball	Learning Objectives: Exploring PE Sporting Theme: Dance/Gym	Learning Objectives: Thinking of others Sporting Theme: Tennis	Learning Objectives: Competing as a team Sporting Theme: Cricket/Rounders	Learning Objectives: Challenging yourself Sporting Theme: Athletics/OAA
PSHE	Families and Relationships Health and Well-being		Safety and the changing body Citizenship		Economic Well-being Transition	
Art	Painting & mixed media: Prehistoric painting		Drawing: Growing artists		Sculpture and 3D: Abstract shape and space	
Design Technology		Textiles: Tree trimming decoration based on Egyptian collars unit		Digital world: Wearable technology		Cooking and nutrition: Eating seasonally
Religious Education	Christianity How are different people inspired by the teaching of Jesus?	Christianity How does the worldwide Christian family celebrate, worship and mark key events?	Islam What do Muslims believe about God and where did Islam start?	Christianity Does art help with understanding Christian stories?	Islam What is the Quran and why do many Muslims try to learn it by heart?	Islam Does it matter if a story is true or not?
French	French greetings with puppets	French adjectives of colour, size and shape	French playground games: numbers and age	In a French classroom	French transport	A circle of life in French