Year 3 Curriculum Map 2026/27

Cuddington Community Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	**Prehistoric Britain**	**Villages, Towns and Cities**	**Shang Dynasty**	**Mountains, Volcanoes and Earthquakes**	**Life in Ancient Greece**	**Water, Weather and Climate**
Key Text(s)	The Wilderness (Steve McCarthy) Leon and the Place Between (Angela McAllister)	The Barnabus Project (The Fan Brothers) The Seed of Doubt (Irena Brignull)	Cloud Tea Monkeys (Mal Peet & Elspeth Graham) Small in the City (Sydney Smith)	The Search for the Giant Arctic Jellyfish (Chloe Savage) Nen and the Lonely Fisherman (Ian Eagleton)	Our Tower (Joseph Coelho) Escape from Pompeii (Christina Balit)	The Thames Tide Club (Katya Balen) The Zebra's Great Escape (Katherine Rundell)
Science	**Movement and Nutrition** **Animals - Nutrition and Skeletons** • 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 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • scientific ideas and processes • Identify that humans and some animals have skeletons and muscles for support, protection and movement. **Working Scientifically:** • Identifying differences, similarities or changes related to simple • Asking relevant questions and using different types of scientific enquiries to answer them • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Using straightforward scientific evidence to answer questions or to support their findings • Reporting on findings from enquiries, including oral and	**Light and Shadows** **Light & Shadow** • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous • Find patterns in the way that the size of shadows change • Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object • Recognise that they need light in order to see things and that dark is the absence of light. • Asking relevant questions and using different types of scientific enquiries to answer them **Working Scientifically:** • Setting up simple practical enquiries, comparative and fair tests. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	**Forces and Magnets** **Magnets and Forces** • compare how things move on different surfaces • notice that some forces need contact between two objects, 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 a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. **Working Scientifically:** • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Setting up simple practical enquiries, comparative and fair tests. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	**Rocks and Soil** **Rocks** • 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. **Working Scientifically:** • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Using straightforward scientific evidence to answer questions or to support their findings. • Setting up simple practical enquiries, comparative and fair tests. • Using straightforward scientific evidence to answer questions or to support their findings.	**Does handspan affect grip strength?** The muscular system in humans and some animals works with the skeleton for movement. The main food groups (carbohydrates, protein, fats and oils, fibre, vitamins, minerals and water) and their simple functions. **Forces and magnets** • Friction is a contact force that acts between two surfaces to slow an object down. • Rougher surfaces have more friction between them than smoother surfaces. **Rocks and soil** • To understand the relationship between the properties of rocks and their uses. **Light and shadows** • To know that shadows are formed when the light from a light source is blocked by an opaque object. **Plant reproduction** • Flowers are the reproductive organs of a plant. • The process of pollination is the transfer of pollen to the female (part of the) flower. **Working Scientifically:** • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Setting up simple practical enquiries, comparative and fair tests.	**Plant reproduction** **Water and Soil Samples** • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Flowering Plants** • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Investigate the way in which water is transported within plants • 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 **Working Scientifically:** • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Identifying differences, similarities or changes related to simple • Setting up simple practical enquiries, comparative and fair tests. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Using results to draw simple conclusions, make predictions for new values, suggest

	written explanations, displays or presentations of results and conclusions • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	• Using straightforward scientific evidence to answer questions or to support their findings. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	• Identifying differences, similarities or changes related to simple scientific ideas and processes.	• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	improvements and raise further questions. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Humanities	**History** **Prehistoric Britain** 1. What was life like during the Ice Age? 2. What tools did early humans use? 3. What was life like in a Stone Age settlement? 4. Why was bronze used for tools and weapons? 5. What can we learn from Skara Brae and other Stone Ages sites?	**Geography** **Villages, Towns and Cities** 1. Where do people live? 2. What affects where people live? 3. How do human settlements differ? 4. What makes up a city? 5. Can you design your own settlement?	**History** **Shang Dynasty** 1. How did the Shang Dynasty begin? 2. Who was Fu Hao, and how do we know about her? 3. How did the Shang Dynasty end? 4. How did the Shang Dynasty create and use Chinese writing? 5. What was life like for people in the Shang Dynasty?	**Geography** **Mountains, Volcanoes and Earthquakes** 1. What is Earth made of? 2. How are mountains and volcanoes formed? 3. How do earthquakes and volcanic eruptions happen? 4. What are the effects of earthquakes and volcanic eruptions? 5. Do the benefits of living near a volcano outweigh the risks?	**History** **Life in Ancient Greece** 1. What do we know about Ancient Greece? 2. What did the Ancient Greeks believe? 3. Who was Alexander the Great? 4. How has Ancient Greece influenced our lives? 5. How equal was society in Ancient Greece?	**Geography** **Water, Weather and Climate** 1. Where is Earth's water? 2. Why does it rain? 3. Why do we have seasons? 4. What is the weather forecast? 5. Why is the weather in the UK unpredictable?

	Prehistoric Britain objectives: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture. **Linked Skills** - • To be able to use phrases BC, AD, decade, century. • To be able to use dates to describe when things have happened. **Enquiry** - • To be able to know where we might find answers to questions considering a range of sources.	Villages, Towns and Cities objectives: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America (quite often now a region in Asia). **Physical Geography:** • climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Human Geography:** • types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	The achievements of the earliest civilizations objectives: • an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. **Chronological Knowledge** - • To be able to use dates to describe when things have happened. **Continuity and change** - • To be able to describe some • of the similarities and differences between different periods, e.g. social, belief, local, individual. **Significance of Events and People** • To be able to know how to identify and begin to describe historically significant people and events in situations. **Historical Enquiry** • To be able to know that knowledge about the past is constructed from a variety of sources.	Mountains, Volcanoes and Earthquakes objectives: • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Physical Geography:** • climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Human Geography:** • types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Life in Ancient Greece objectives: • a study of Greek life and achievements and their influence on the western world. • an overview of where and when the first civilizations appeared and a depth study. **Chronological Knowledge** - • To be able to use dates to describe when things have happened and to use a timeline within a specific time in history to set out the order things happened. **Significance of Events and People**- • To be able to know how to identify and begin to describe historically significant people and events in situations. **Historical Enquiry** - • To be able to know that knowledge about the past is constructed from a variety of sources. **Continuity and change** - • To be able to begin to describe and make links between main events, situations and changes within and across different periods and societies. **Use of primary source** - • To be able to know how to find information from a primary source and put it into my own words.	Water, Weather and Climate objectives: • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Physical Geography:** • climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art & design Design & Technology	**D&T** **Food: Eating Seasonally** • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'.	**ART** **Drawing: Growing Artists** • To know that different drawing tools can create different types of lines. To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear	**D&T** **Digital World: Electronic Charm** • To understand that in programming a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.	**Art** **Craft and Design: Ancient Egyptian Scrolls** • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	**D&T** **Structures: Constructing a Castle** • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose.	**Kapow Art** **Sculpture and 3D: Abstract Shape and Space** • To join 2D shapes to make 3D structures. • To join materials in different ways when working in 3D. • To develop ideas for 3D artwork • To apply knowledge of sculpture when working in 3D. • To evaluate and improve an artwork.

	• To know that imported food is food that has been brought into the country.	textured, as in a drawing using shading to recreate a fluffy object. To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. • To know that shading helps make drawn objects look more three dimensional. To know that 'tone' in art means 'light and dark'.			• To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack.	
Music	**Charanga Unit Year 3 Autumn 1 - Writing Music Down** • To know that a bar is a segment of time in music, divided into beats. • To know that a crotchet represent 1 beat. • To know that a quaver is a half-beat note. • To know how to draw a treble clef. • To know how to draw a bass clef.	**Charanga Year 3 Autumn 2 Unit – Playing In a band** • To know the features of Disco. • To know the features of folk music. • To know the origins of New Orleans jazz music. • To play a flat note in an improvisation.	**Charanga Year 3 Spring 1 Unit Compose Using Your Imagination** • To compose using a selection of these notes: C, D, E, F, F♯, G, G♯, A, B. • To know that every piece of music has a structure e.g., an introduction, verse, chorus and ending. • To know that articulation describes how notes are played e.g., spiky or flowing. • To know that staccato means detached. • To know that legato means smooth.	**Charanga Year 3 Spring2 Unit – More Musical Styles** • To know that loud sounds are called forte. • To know that quiet sounds are called piano. • To know that a major scale has 7 different notes. • To know that a major scale is described as having a bright and happy sound.	**Charanga Year 3 Summer 1 Unit – Enjoying Improvisation** • To identify sections of music that change or repeat. • To play and sing in the time signatures of 2/4, 3/4 and 4/4. • To know that a minim is a two-beat note that is worth the same as two crotchets. • To know that a paired quaver is the same as 1 crotchet	**Charanga Year 3 Summer 2 Unit - Opening Night** • To create and present a performance. • To know some features of Gospel music. • To give examples of how music connects us with our planet. • To play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G♯, G, A, B♭, B.
Computing **scheme on Kapow*	**Online Safety** • That not everything on the internet is true: people share facts, beliefs and opinions online. • The internet can affect people's moods and feelings. • Privacy settings limit who can access important personal information, such as names, ages, gender etc. • What social media is and that age restrictions apply.	**Computing systems and networks 1: Networks** • To understand that a network is a group of interconnected devices. • To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). • To know that a server is central to a network and responds to requests made. • To know that the internet connects all the networks around the world. • To know that a router connects us to the internet. • To know what a packet is and why it is important for website data transfer.	**Programming: Scratch** • Scratch is a programming language and some of its basic functions. • How to use loops to improve programming. • How decomposition is used in programming. • That you can remix and adapt existing code.	**Computer systems: Connecting Devices** • To understand that a device is made up of different parts with different jobs. • To recognise that technology is useful for different jobs. • To describe how 'peripherals' connect in different ways. • To recognise what a network is. • To describe how networks allow users to store and access information.	**Computing systems and networks 2: Emailing** • To understand how we communicate with technology. • To understand what emails are and how we send one. • To know how to create an email with an attachment. • To understand the importance of being kind online. • To recognise when an email is not genuine.	**Computing systems and Networks 3: Journey inside a computer** • To recognise basic inputs and outputs. • To recognise components inside a laptop. • To understand the purpose of computer parts. • To understand the purpose of computer parts. • To decompose a computer tablet.
PE	**Dance – Unit 1 (Pe Hub)** • To perform a jazz square and use it in our dance	**Gymnastics – Unit 1 (PE Hub)** • To show full balance during an extension	**Gymnastics – Unit 2 (PE Hub)** • To perform Japana • To use bounces and broad jumps in a sequence	**Dance – Unit 2 (PE Hub)** • To perform a dance phrase inspired by the ocean's depths	**Tennis - (PE Hub)** • To use the ready position to return the ball	**Cricket (PE Hub)** • To be able to adhere to some of the basic rules of cricket

	• To perform a dance and show two contrasting characters • To develop movements using improvisation • To use props in our dance sequence • To use facial expressions to bring life and emotion to our dance • To take on the role of director to improve others in their dance. **Football** • To be able to show basic control skills including sending and receiving the ball. • To be able to send the ball with some accuracy to maintain possession and build attacking play. • To be able to implement the basic rules of football.	• To move in and out of contrasting shapes with fluency • To perform a sequence using different types of rolls • To perform powerful jumps from low apparatus • To perform in unison with a partner • To create a group performance using contrasting actions. **Netball** • To be able to perform basic netball skills such as passing and catching using recognised throws • To use space efficiently to build attacking play • To implement the basic rules of netball.	• To attempt a half-lever • To transition from Japana to another shape with control • To stretches while moving and while we are still to increase our flexibility • To show strength, flexibility and control in our sequence. **Handball** • To be able to show basic passing and catching skills • To Learn basic defensive techniques • To implement the rules of handball.	• To use improvisation to create a longer movement phrase • To use dynamics in a short dance to show travelling on the ocean • To perform as a class to show the damage caused by the ocean • To prepare our group dance for the final performance. **Rounders** • To apply some rules to games • To develop and use simple rounders skills • To strike a bowled ball • To use accurate throws to return a ball to the bases/bowler. **Swimming**	• To hit the ball to different parts of the court using a forehand hit • To perform an under-arm, serve to a start rally • To move towards a ball and to return it over a net • To play co-operatively with a partner to keep the ball over a net. **Athletics** • To control movements and body actions in response to specific instructions • To demonstrate agility and speed • To jump for height and distance with control and balance • To throw with speed and power and apply appropriate force. **Swimming**	• To develop a range of skills to use in isolation and a competitive context • To use basic skills with more consistency including striking a bowled ball
RE	**JUDAISM: What are important times for Jewish people?** • What is bar / Bat Mitzvah and why is it important for many Jewish people? • What marriage promises do Jewish couples make • How are 'foot' festivals used to remind Jewish people of God's faithfulness? • What does it mean for different types of Jewish people to celebrate Shabbat? • What are important times for Jewish people?	**CHRISTIANITY: How can artists help us to understand what Christians believe and do?** • How do artists use their creativity to communicate? • How can art help us to understand Jesus' life? • What cam crosses tell us about what Christians believe? • How does art help Christians to worship? • How can art help us understand the Christian belief in the incarnation? • How can we use art to express our own ideas about Jesus? • Why do many Christians want to celebrate Jesus coming to earth?	**CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?** • What do we love about books? What can books teach us? What's in the bible – where do stories we know fit? • Is the bible one story or may stories? • Why is the bible like treasures for many Christians? • How do Christians use their creativity to express how the Bible is like treasure? • How are Christians a big part of this story? • How can we express our own ideas about the bibles 'Big Story'?	**ISLAM: How does 'ibadah' (worship) show what's important to Muslims?** • Why is Allah so important to Muslims? • Why might many Muslims read the Qur'an as a form of worship? • My might many Muslims prefer to worship in a mosque? • Why might many Muslims want to be part of am ummah? • I wonder how being part of the mosque helps many Muslims to show what is important to them? • How does worship (ibadah) show what's important to Muslims?	**CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'** • Who has changed your life or made an impact on it in some way? Who do you follow? • How was Jesus 'good news' for people? • What is a miracle? How were people changed by Jesus' miracles? • Can broken relationships be mended. How did Jesus do this? • How did Jesus' forgiveness / restoration change Peter? What about Christians today? What impact might these stories have on the Christian community? • What have we learned about forgiveness? How did Jesus change lives? How is this good news?	**How do people use creative ways to express their beliefs?** • How do we choose to express ourselves? • How do religious and non-religious people express ideas and beliefs through art? What is the same and what is different? • How does art help Christians to express deep ideas about God / Jesus? • How do non-religious people use the create arts to show inner feelings or beliefs? • Can dance and music connect communities? • How would you express your ideas and beliefs?
RSHE **Jigsaw**	**<u>Jigsaw – Being in my world</u>** *<u>Mental Health – Hello Yellow</u>* *<u>Lesson 1: Setting ground rules</u>* • I recognise my worth and can identify positive things about myself and my achievements. • I can set personal goals • I can face new challenges positively, make responsible	**<u>Jigsaw – Celebrating Differences</u>** *<u>Anti-Bullying Week – FRIENDSHIP DAY</u>* • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes	**<u>Jigsaw – Dream and Goals</u>** • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream/ambition that is important to me	**<u>Jigsaw – Healthy Me</u>** • I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put	**<u>Jigsaw - Relationships</u>** • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of	**<u>Jigsaw – Changing Me</u>** • I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby

	choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	• I enjoy facing new learning challenges and working out the best ways for me to achieve them • I can be motivated and enthusiastic about achieving our new challenge • I can recognise obstacles which might hinder my achievement and take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I can explain how some of the actions and work of people around the world help and influence my life • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • I know how to express my appreciation to my friends and family	• I understand how babies grow and develop in the mother's uterus • I understand what a baby needs to live and grow • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class.
Enrichment opportunities	Mental Health – Hello Yellow Day VR Workshop – Stone Age Walking training – First steps	Remembrance Service PE Day Anti-bullying week Friendship Day Carol Service Christmas Jumper Day	RE Day		Ancient Greece Experience day at school? Year 3 Late Night	