

# Curriculum Information Year 3

## Summer term 2026



Hello everyone, I hope you all had a wonderful, well rested Easter and managed to enjoy some sunshine! I can't quite believe this is the last term already but we have some fantastic topics and learning opportunities planned and I can't wait to get stuck in!

Below you'll find details of our curriculum for this terms learning, including ways you can support your child further at home.

As always, any questions please don't hesitate to ask.

## Maths

### **Mass & Capacity**

- Use scales
- Measure in grams & kilograms
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres and litres
- Compare capacity and volume

### **Fractions**

- Add and subtract fractions
- Partition the whole
- Unit fractions of a set of objects
- Non-unit fractions of a set of objects
- Reasoning with fractions of an amount

### **Money**

- Pounds and pence
- Convert pounds and pence
- Add and subtract
- Find change

### **Time**

- Roman numerals to 12
- Tell the time to 5 minutes
- Tell the time to the minute
- Use AM/PM
- Read time on a digital clock
- Hours and minutes - use durations

We will continue to use 'Flashback 4' and our 'Daily Drilling' to recap, consolidate and further develop our four operations and previously learned work.

## English

### **Spelling Strategies.**

- Words ending in '-ly' when the base word ends in '-ic'
- Words ending with the suffix '-er'
- Words where the digraph 'ch' makes a /k/ sound
- Words ending in '-gue' and '-que'
- Words that are homophones

### **Grammar and Punctuation.**

- Use of prepositions
- Use of adverbs
- Use of different punctuation ( . , ! ? )
- Use of speech (inverted commas)
- Use of subordinate/ main clause

### **Writing**

- To write an alternative ending to a familiar fable
- To write a non chronological report
- To observe stories from other cultures.

### **Reading**

- Read a variety of fiction and non fiction stories
- Review books we like and dislike.
- To continue to develop retrieval and inference skills.

We will continue to use Spelling Shed to practise and consolidate our spelling of current and previous spelling rules. New spellings will be given on a Monday and spelling tests will continue to be Mondays.

# Science

## Plants A

- Functions of a plant
- Does the number of seeds within one plant pot affect the growth of the plants?
- What is germination?
- How do the reproductive parts in a plant support it's growth?
- Why is seed dispersal important?

## Forces

- What is a force?
- What is friction?
- A plan, carry out an conclusion to an experiment on friction

## Magnets

- What is a magnet?
- Magnetic and non-magnetic materials
- Investigate metals
- North and South Poles - attract and repel

# ICT

Summer 1 - **icommunicate / icollaborate.**

Children will use sequence, selection and repetition in programs. Work with variables and various forms of input and output. They will understand computer networks including the internet and how they can provide services such as communication and searching. Understand how to use technology safely, respectfully and responsibly and know a range of ways to report concerns.

Summer 2 - **itech/icontrol.**

Design, write and debug programs that accomplish specific goals. Use logical reasoning to explain how algorithms work and how to correct errors in programs.

# Geography

## Volcanoes

**Big Question:** What causes volcanic eruptions?

- Describe the key physical geography of volcanoes
- Describe how natural disasters affect human life
- Understand geographical features on a map, including tectonic plates

# History

## Ancient Greeks

**Big Question - How have the Ancient Greeks influenced society today?**

- Place the time studied on a timeline.
- Name key events within a period of time.
- Describe the legacy of the past.
- Find out about everyday lives of people in time studied
- Explore artefacts asking well thought out questions to find out more.

# Summer 1 ART /DT

**Sculpture Big Question:** How can we use sculpture to create our local area?

- To use different clay techniques
- To use air dry clay
- To observe features of our local area
- Create a design in accordance to design brief.

**Cooking Big Question:** What did the Ancient Greeks eat?

- Following instructions within a recipe
- Measuring ingredients correctly.
- Slice, grate, mix, spread, knead and bake.
- Cut with knives.

# MFL (Spanish)

- Months
- Birthdays
- Celebrations
- Animals (pets/zoo)
- Opinions

Language nut can be accessed from home to further support your child's learning. Your child's log in can be found in their journal.

## Music

- Invent simple patterns using rhythms and notes C-D-E.
- Compose music, structuring short ideas into a bigger piece.
- Perform vocal percussion as part of a group.
- Play the chords on a tuned percussion as part of a whole class performance.
- Move in time to a beat.

## PSHE

### Being my best

- Give examples of how to take care of health.
- Give examples of a skill/talent I have and that I am proud of.

### Growing and changing

- Relationships
- Menstruation
- Keeping safe.

*\*Please see knowledge organisers for more detail\**

## PE

### **Rounders:**

- Underarm and overarm catch/throw
- Bowl, track field and retrieve a ball.
- Learn the rules to the game
- Work as part of a team.

### **Athletics**

- Understand how to sprint, jump for distance, push, throw and pull.
- Learn how to worksafely as a group and collaborate.

As part of our PSHE and PE curriculum, we also complete CJs (formally known as Commando Jos) this supports our resilience, physical ability and teamwork through a range of activities and games. We have 2 CJ sessions every half term.

## RE

**Big Question:** Who are inspirational leaders?

## Homework

**Reading** - It is incredibly beneficial for children to read at home for 10 minutes at least 4 times a week - this should be signed in their reading journal by an adult. We would really appreciate it if you could make sure your child's reading book is in school every day. Books will be changed weekly or when required (if longer is needed) Library visits will happen every **Monday**.

**Spelling** – The children have become confident with Spelling Shed, and this will continue, with spelling tests being carried out on a Monday and new spellings being provided on a Monday in their planner. I will continue to send home the homework sheets as I know this has been a preference for some of you.

**Maths** – The children have their TT Rockstars login and are encouraged to access this regularly at home to become fluent with their timetables.

**PE DAYS** - PE will be on Mondays and Fridays. Please ensure your child is in PE kit on these days. On Friday, Jimmy our sports coach will be teaching PE which I am sure the children will be very excited to hear!

If you have any questions or need any support with anything my emails are always open! Please feel free to email [year3@hardenprimaryacademy.co.uk](mailto:year3@hardenprimaryacademy.co.uk) .

Take care,  
Mrs Taylor

# Knowledge Organiser



## Year 3 - Being My Best

### Key questions

#### Keeping Myself Healthy

Am I responsible for keeping myself healthy?

What can I do myself to keep healthy?

How do I feel when I do things to stay healthy?

#### Celebrating and Developing My Skills

What skills or talents do I have?

How can a talent or skill be developed?

Does goal-setting help improve skills and talents? How?

What would I like to achieve when I am older?

How do I achieve my goals?

### Key vocabulary

achieve fruit medicine bones  
goal-setting muscles skills  
teeth balanced diet talents  
improve practise proteins  
water sleep healthy  
starchy carbohydrates dairy  
exercise energy vegetables

### I can ...

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

# Knowledge Organiser



## Year 3 - Growing and Changing

### Key questions

#### Relationships

Can a relationship be positive?

How?

How can a relationship be negative?

What can someone do to make a friendship healthy?

#### Menstruation

What is menstruation?

What happens when the human egg is not fertilised?

Which parts of a woman's body are involved in menstruation?

#### Keeping Safe

What is someone's 'body space'?

When is it ok to go into someone's body space?

If someone wants another person to leave their body space, how can they ask them to leave?

If someone feels uncomfortable, who can they talk to?

### Key vocabulary

angry penis relationships

body space touch assertive

vagina jealous womb

period/menstruation pad trust

lining respect breasts

uncomfortable caring genitals

upset egg healthy

puberty testicles

### I can ...

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

# Knowledge Organiser



## Year 3 - Rights and Respect

### Key questions

#### Skills We Need to Develop As We Grow Up

Is a fact the same as an opinion? If not, why not?

How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online?

#### Helping and Being Helped

How do we keep ourselves safe as we get older?

Can we help the people who help us? How?

### Key vocabulary

online false check  
safe parent  
carer adult  
search fact  
opinion

#### I can ...

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.