

ST MARY'S CATHOLIC PRIMARY SCHOOL CURRICULUM MAP

YEAR 3 – 2025 - 2026

In Year 3, our priority is to prepare children for the sacraments of first Reconciliation and first Holy Communion. Children attend church with staff for Adoration and monthly Masses. Families are encouraged to attend a Sunday Mass at their local parish. As part of the journey, we begin the day with a quiet, contemplative atmosphere to give the children the time and space to reflect and be mindful.

Included in our daily practice, are Kagan structures and Thinking Maps to encourage collaborative learning. We also promote team work through a range of experiences and visits.

As Year 3 is the start of the Junior Years, we develop the skill of independence which will help them later in life, building up to an end of year overnight stay in school.

We focus our fundraising on Ashgate Hospice, through a Sparkle Walk and supporting our own school through the Summer Fayre.

	AUT 1 (7 weeks)	AUT 2 (7 weeks)	SPR 1 (6weeks)	SPR 2 (5weeks)	SUM 1 (6 weeks)	SUM 2 (8 weeks)
	Stone Age (H)	Victorians (H)	Antarctica (G)	Natural disasters (G)	Settlements (G)	Egyptians (H)
RE TOPIC	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert To Garden	To the Ends of the Earth	Dialogue & Encounter
PSHE	Setting ground rules for RSE & PSHE lessons	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
CLASS CHARITY COLLECTION						Ashgate Hospice (Sparkle Walk)

MATHS UNIT	<ul style="list-style-type: none">- Place value (2 weeks)- Number sense and exploring calculation strategies (3 weeks)- Addition and subtraction (3 weeks)		<ul style="list-style-type: none">- Multiplication and division (2 weeks)- Deriving multiplication and division facts (3 weeks)- Length and perimeter (2 weeks)		<ul style="list-style-type: none">- Fractions (3 weeks)- Angles and shapes (3 week)		<ul style="list-style-type: none">- Time (2 weeks)- Graphs (1 week)		<ul style="list-style-type: none">- Measures (3 weeks)- Securing multiplication and division (1 week)- Exploring calculation strategies and place value (2 weeks)		Recapping where necessary					
	Updated															
	Autumn term				Spring term				Summer term							
	<u>Place value:</u>		<u>Number: Addition and subtraction:</u>		<u>Multiplication and division:</u>		<u>Fractions:</u>		<u>Statistics:</u>		<u>Shape:</u>		<u>Measures:</u>		<u>Consolidation:</u>	
	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number		Add and subtract numbers mentally, including:		<u>Do now</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10		Interpret and present data using bar charts, pictograms and tables		Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)		A three-digit number and ones		Write and calculate mathematical statements for multiplication and division using the multiplication tables		Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with		Solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.		Recognise angles as a property of shape or a description of a turn		Measure the perimeter of simple 2-D shapes				
Compare and order numbers up to 1000		A three-digit number and hundreds								Identify right angles, recognise that 2 right angles make a		Add and subtract amounts of money to give change, using both £ and p in practical contexts				
Identify, represent and estimate numbers using		Add and subtract numbers with up to three		Multiply two-digit numbers times one-digit numbers,								Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks				

	<p>different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas.</p>	<p>digits, using formal written methods of column addition and subtraction</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p>	<p>using mental and progressing to formal written methods</p> <p>Divide two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{2} + \frac{1}{2} = 1$]</p> <p>Compare and order unit fractions, and fractions with the same denominators</p>		<p>half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>	
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				Solve problems that involve all of the above				
ENGLISH GENRES (reading & writing)	Writing to inform: Leaflet about Skara Brae Writing to entertain: Writing from the girl’s point of view	Writing to persuade: Letter to Dr. Barnardo Writing to Entertain: Writing from the character’s perspective	Writing to inform: writing a letter Writing to Entertain: Creating atmosphere	Writing to inform: Non-chronological report Writing to entertain: Scrap yard setting description	Writing to inform: Information text Writing to Entertain: Action Scene	Writing to inform: Howard Cater diary Writing to entertain: Writing an alternative ending to Egyptian Cinderella		
ENGLISH AREs:	<div>- Writing for different purposes<ul style="list-style-type: none">- Paragraphs- Pronouns- Editing</div> <div>- Punctuation – capital letters, full stops, question marks, exclamation marks, apostrophes for contraction, commas<ul style="list-style-type: none">- Sentence types – statements, questions, exclamations, and commands<ul style="list-style-type: none">- Coordinating conjunctions (and, but, so, or).- Subordinating conjunctions (if, when, because) (term 2 onwards)<ul style="list-style-type: none">- Present and past tense- Adverbs and adverbial phrases (suddenly, silently, eventually)- Prepositions for where (above, below, beneath, within, beyond)<ul style="list-style-type: none">- Expanded noun phrases*- Indefinite article (a or an)</div> <div>SPAG lesson:</div> <div>- Present perfect form of verbs in contrast to the past tense (he has gone instead of he went).</div>							
QUALITY TEXT	Stone Age Boy	A Christmas Carol Street Child	The Ice Trap Shackleton BFG	Wild Robot Iron Man Earth Shattering Events	Jungle Book	Clock Tower Egyptian Cinderella		
HISTORY TOPIC (Key Stage History scheme)	The Stone Age To Iron Age	Victorians				Ancient Egyptians		

GEOGRAPHY TOPIC (Kapow scheme)			Antarctica	Volcanoes & Earthquakes	Settlements	
EDUCATIONAL VISIT/ VISITOR IN TO SCHOOL/ HOOK/ THEME DAY		Victorian workhouse			Partake History visitor in school	Sparkle Walk
ART (Kapow scheme)	Drawing – Stone Age animals			Painting – Natural disasters – Water colours		Sculpture: Canopic jars
DT	<u>Pens and Pencils</u> Evaluate (Approx 1hr)	<u>Bridges</u> Design, make, evaluate (Approx 3hr)	<u>Eat Well Plate – savoury food</u> Design, make, evaluate (Approx 2hr)		<u>Stomp Rocket</u> Design, make, evaluate (Approx 3hr)	
MUSIC (Kapow scheme)	Ballads	Developing singing techniques (Theme: the Vikings)	Pentatonic melodies and composition (Chinese New Year)	Creating compositions in response to animation (Theme: Mountains)	Jazz	Traditional instruments and improvisation (India)
SCIENCE TOPIC	Rocks and soils	Light and shadows	Animals and humans	Forces and magnets		Plants
SPANISH (Primary Languages Network scheme)	A new start	Calendar and Celebrations	Animals I Like and Don't Like	Carnivals and using numbers	Fruits and Vegetables	Going on a Picnic Alien in Spain Language Puzzle

PE (Striver Scheme)	Netball Helen Housby Daily Exercise	Dance 1 Darcey Bussell Drinking Enough Water	Gymnastics 1 Max Whitlock Importance of Sleep	Cricket Joe Root Importance of Practice	Hockey Fergus Kavanagh Balanced Diet	Athletics Jesse Owens Personal Best
COMPUTING (Teach Computing scheme)	Computing Systems and Networks – Connecting Computers	Creating Media - Animation	Creating Media – Desktop Publishing	Data and Information – Branching Databases	Programming A – Sequence in Music	Programming B – Events and Actions
LIFE SKILLS, ENTERPRISE AND ASPIRATIONS					Sparkle Walk	Summer Fayre