



Springhill Catholic Primary School - Year 3 Curriculum Map 2025-26

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Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<u>Charism</u> <i>What is it?</i> <u>Mission Statement</u> <i>'How do we live our life through Jesus?'</i> <u>Creation</u> <i>'How are we called to a New Life?'</i> <i>What do we know about baptism?</i> <i>How did Jesus respond to his baptism?</i> <i>How are we called to baptism?</i> <i>What does it mean to be born again?</i> <i>What do we know about the disciples?</i> <i>How are we called to be disciples today?</i> <u>Rosary</u> Joyful Mysteries <i>What happened to Jesus in the temple?</i> <u>Catholic Social Teaching</u> <i>What does it mean to be a steward of Creation?</i> <i>What is Catholic Social Teaching?</i>	<u>Catholic Social Teaching</u> <i>What does it mean to be a steward of Creation?</i> <i>Is it just the environment God wants us to take care of?</i> <i>What does it mean to have preferential treatment of the poor?</i> <i>How can we share dignity for all as children of creation?</i> <u>Advent</u> <i>'Why is Mary an important guide for us during advent?'</i> <i>What is the season of Advent about?</i> <i>Who is Mary?</i> <i>How can the story of the Annunciation inspire us?</i> <i>What more does the Visitation tell us about Mary and what we should do in Advent?</i> <i>How does Mary help us prepare for the coming of Christ?</i>	<u>Christmas</u> <i>'What part do the shepherds play in the Christmas story?'</i> <i>What is a shepherd?</i> <i>How did the shepherd's emotions change during the story?</i> <i>How can the crib help us focus during Christmas?</i> <u>Revelation</u> <i>'Does God still call people today and how do they respond?'</i> <i>How do others let us know what they want us to do?</i> <i>How does God let his people know what he wants them to do?</i> <i>How does God call Samuel?</i> <i>How is God calling to us?</i> <i>Who in the world listens and responds to God's call today?</i>	<u>Lent</u> <i>Why is Lent a special time to show compassion?</i> <i>What is the season of Lent for?</i> <i>What are we called to do during Lent?</i> <i>How does the story of the Widow of Nain show Jesus' compassion for others?</i> <i>How can we show compassion to others?</i> <u>Holy Week</u> <i>'How do the events of the Last Supper still guide us today?'</i> <i>What do the children remember of the events of Holy Week?</i> <i>What are the messages for us from what Jesus said and did at the Last Supper?</i>	<u>Easter</u> <i>'Why is it good to find the time to share a meal?'</i> <i>What do you already know about the Easter Story?</i> <i>When did Jesus appear to his disciples?</i> <i>What happened on the shore of Galilee?</i> <i>Why was Peter asked to 'Feed my sheep?'</i> <i>What message does the story of Breakfast on the Shore have for us today?</i> <i>When do we share a special meal with Jesus?</i> <u>Pentecost and Mission</u> <i>'How are you transformed by the Holy Spirit?'</i> <i>What was the effect of the Holy Spirit at Pentecost?</i> <i>What gifts did the Holy Spirit bring?</i> <i>How did the Holy Spirit transform St Paul?</i> <i>Where is the Holy Spirit present in Mass?</i> <i>How are we transformed by the Holy Spirit?</i> <u>Prayers, Saints and Feasts</u> <i>'How can we seek and help bring about prayer and forgiveness?'</i> <i>What does the story of Zacchaeus teach us about forgiveness?</i>	<u>Sacraments</u> <i>'How does Jesus feed his followers?'</i> <i>What do we already know about the sacraments?</i> <i>How do we know we belong?</i> <i>When did Jesus feed his followers?</i> <i>How does Jesus feed his followers today?</i> <i>How can we show we are grateful for the gift of the Eucharist?</i>



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					When do we seek forgiveness from God? How do the examples of the saints help us to be like Jesus?	
Other faiths focus	<u>Hinduism</u> The Initiation Rite How do other faiths welcome new life? Which symbols do the Hindus use to represent new life? What is meant by second birth in Hinduism? How do boys show their faith after their initiation ceremony?	<u>Islam</u> The life and works of the Prophet Mohammad Who was Muhammed? How did he help Muslims get closer to God?	<u>Sikhism</u> Developing a spiritual life at the Gurdwara What is a gurdwara? When do Sikhs go there? What do they do there? How do Sikhs pray? What celebrations do they have at the Gurdwara? Which are the most important Sikh celebrations?	<u>Judaism</u> The importance of prayer to the Jewish people. When do Jewish people pray? How often do they pray? Why do they pray? What are the different types of prayer?	<u>Hinduism</u> Worshipping at home and the Mandir Where do Hindus pray? How do they pray? To whom do they pray	
PHSE	Me and My Feelings Identify that feelings/emotions are part of a person’s health and wellbeing. Recognise that feelings usually change throughout the day. Give examples of everyday things that can affect feelings Describe what can help people to feel good/better Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings	Living in the wider world My Neighbourhood – Different groups we belong to Diversity – the benefits of diversity Relationships Words that cause damage Self-respect	Relationships Friends, families and others Types of families Positive, healthy friendships (online and offline) Sharing online Strategies for dealing with emotions	Medicines and Drugs How our bodies tell us that we are ill Where prescription and pharmacy drugs come from What these drugs and medicines are used for	Living in the wider world Jobs that people may have from different sectors (challenge stereotypes) Saving and spending money	Growing and Changing Personal identity Positive changes Change is normal How the brain changes and grows when we learn
British Values	What are British Values?	Tolerance and respect Christmas around the world		Individual Liberty What are human rights?	Democracy What is democracy in the UK?	



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	Rule of Law What does rule of law mean? Who has the power to make and change laws? Taking part in democracy (link to class rules) Black History Month What is Black History? What does tolerance mean? Black history timeline in Britain Famous black men and women			Why are they important?	How are governments formed? What is a general election?	
Class Texts and Extracts	The star in the forest Stone age boy How wash a woolly mammoth The owl who was afraid of the dark	Interview with a Tiger You are a bad man Mr Gum! The Hunter with a Heart	Famous Five Mystery Stories Dave Pigeon	Ottoline and the Yellow Cat Just so stories Great Kapok Tree African Folk Tales	George’s Marvellous Medicine Women Scientists	The wolf’s story Poetry Anthology The Egyptian Cinderella
Reading	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books Fluency – pace of reading, scooping phrases, correct pausing, pitch and tone, reading punctuation, recognising and correcting errors in reading. Sight word reading of key words.		Identifies themes in a wide range of books, eg triumph of good over evil or use of magical devices in tales Draws inferences such as inferring characters’ feelings. Predicting what might happen from details stated and implies		Retrieves and records information from non-fiction; uses contents page and index Justify their views about books Discuss books and authors they might not choose themselves	



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Writing (including Grammar & Punctuation)	Non-chronological reports Pre-historic Stone Age animals – Woolly Mammoth, Sabre Tooth Cat (cross-curricular link with history) Writing skills which, because and, but, so, if, when The use of adjectives to describe 'The star in the forest' by Helen Kellock Writing skills Use of adjectives to describe settings and characters Formation of nouns using a range of prefixes (super/auto/anti) Wk 1 Nouns and Pronouns for Clarity Wk 2 an or a <i>Adjectives in writing</i> Wk 2 Consonants and Vowels Wk 3 there/their WK 4 Homophones Wk 5 Prefixes super Wk 6 Prefixes auto Wk 7 Prefixes anti Wk 8 Adverbs Wk 8b Suffixes: -ly no change to root word	Persuasive Letters and Instructions Letter to the Father Christmas Instructions on how to make a Christmas decoration Writing skills Commas in a list Appropriate openers Commas after openers Setting and character description <u>Writing skills</u> <u>Descriptive techniques</u> Appropriate adjectives Appropriate adverbs Commas in a list Conjunctions, adverbs, prepositions (time/place/cause) Wk 1 Adverbs Wk 1b Suffixes root word ends in 'y' with more than one syllable Wk 2 Conjunctions WK 2b Suffix root word ends in 'le' Wk 3 Prepositions (time) Wk 3b root word ends in 'ic' or 'al' Wk 4 Prepositions (place/cause) Wk 5 Present Tense Wk 6 Apostrophes Wk 7	Recount: Diaries Links with RE Writing skills Conjunctions Using pronouns Poetry – themed around winter Mystery stories Based on Ottoline and the Yellow Cat Writing skills 3 sentences same idea Using ? and ! Sentences of 3 Pronouns and nouns for cohesion Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas	Persuasion Holiday advert Writing skills Sentences of three Appropriate adjectives ? and ! Atmosphere based on an animation Writing skills Describe characters Describe settings Sentences of 3 A or an (consonant or vowel) Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices	Recount: Letter Writing skills Conjunctions Sentences of three Fables Rudyard Kipling's 'Just So' stories Writing skills Paragraphs which/because conjunctions Word families Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Non-chronological report The Egyptians (cross curricular links with history) Writing skills Pronouns Synonyms to avoid repetition Commas in a list Poetry - Haiku Traditional Tales Little Red Riding Hood Writing skills Paragraphs Appropriate openers Commas after openers Use of present perfect forms of verbs e.g. <i>he has gone out to play</i> Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating



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Spelling	Wk 1 Words with the long /e/ sound spelt with ei Wk 2 Words with the long /e/ sound spelt with ey Wk 3 Words with the long /e/ sound spelt with ai Wk 4 Words with / / sound spelt with ear Wk 5 Homophones & near homophones Wk 6 Homophones & near homophones"	Wk 1 Creating adverbs using the suffix -ly (no change to root word) Wk 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Wk 3 Creating adverbs using the suffix -ly (root word ends in 'le') Wk 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Wk 5 Creating adverbs using the suffix -ly (exceptions to the rules) Wk 6 Statutory Spelling Challenge Words	Wk 1 Words with short /i/ sound spelt with 'y' Wk 2 Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) Wk 3 Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Wk 4 Creating negative meanings using prefix mis-	Wk 1 Homophones & Near Homophones Wk 2 Homophones & Near Homophones Wk 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') Wk 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Wk 5 Words with a /sh/ sound spelt with 'ch' Wk 6 Statutory Spellings Challenge Words	Wk 1 Words ending in -ary Wk 2 Words with a short /u/ sound spelt with 'o' Wk 3 Words with a short /u/ sound spelt with 'ou' Wk 4 Word families based on common words, showing how words are related in form and meaning. Wk 5 Word families based on common words, showing how words are related in form and meaning Wk 6 Word families based on common words, showing how	Wk 1 Words ending in the suffix -al Wk 2 Words ending with an /zhuh/ sound spelt with 'sure' Wk 3 Words ending with a /chuh/ sound spelt with 'ture'" Wk 4 Words ending with a /chuh/ sound spelt as 'ture' Wk 5 Silent Letters Revision Wk 6 Silent Letters Revision



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			Wk 5 Creating negative meanings using prefix dis- Wk 6 Words with a /k/ sound spelt with 'ch'		words are related in form and meaning	
Mathematics	Times tables (10, 5, 2) <u>Place Value (3-4 weeks)</u> - Represent and partition numbers to 100 -Number line to 100 - Hundreds -Represent and partition numbers to 1000 -Flexibly partition numbers to 1000 -Hundreds, tens and ones -Find 1, 10 or 100 more or less -Number line to 1000 - Estimate on a number line to 1000 -Compare and order numbers to 1000 -Count in 50s -Previous and next multiples of 10 and 100 <u>Addition and Subtraction (3 weeks)</u> -Apply number bonds -Add and subtracts 1s -Add and subtract 10s -Add and subtract 100s - Pattern spotting -Add 1s across a 10 -Add 10s across a 100 -Subtract 1s across a 10 - Subtract 10s across a 100 -Make connections <u>Vocabulary</u>	<u>Measure – mass and capacity: 2 weeks</u> Measuring mass Comparing mass Measuring capacity Comparing capacity <u>Place Value 1 week</u> Count in 20s, 50s and 25s Dividing 100 and 1000 into 2, 4, 5, and 10 equal parts <u>Addition and subtraction: 3 weeks</u> Estimating Checking answers Missing numbers - using the inverse Efficient methods Pattern spotting Solving addition and subtraction word problems Read, and write numbers to at least 1000 in numerals and words. Solve HTO + HTO Solve HTO – HTO (inc. exchanging) <u>Multiplication</u> Solve simple multiplications; Recap 2x, 5x, 10x, Learn 4x, 8x	<u>Times tables: 2 weeks</u> Doubling and halving Multiply and divide by 4 4 times table Multiply and divide by 8 8 times table <u>Multiplication and division: 2 weeks</u> Recap times tables facts (2, 5, 10, 4, 8, 11) Comparing statements Scaling (1d / 2d x 10 and 1d x 100) Related calculations <u>Statistics: 2 weeks</u> Count in 2s, 5s and 10s Tally charts and pictograms Bar charts Tables	<u>Multiplication and division: 2 weeks</u> 2d x 1d 2d ÷ 1d Correspondence problems Word problems Learn 7x 11 times table (Y4) <u>Measure – length: 2 weeks</u> Measure length (m, cm, mm) Draw lengths (cm and mm) Equivalent lengths (m, cm, mm) Compare lengths Add/subtract lengths <u>Measure – money: 2 weeks</u> Counting money Converting between pounds and pence Add/subtract money Giving change	<u>Measure – mass and capacity: 2 weeks</u> Add/subtract mass Add/subtract capacity <u>Fractions: 3 weeks</u> Make equal parts Halves Quarters Thirds Unit fractions Non-unit fractions ½ equivalent to 2/4 Counting in fractions Making the whole Tenths (fractions and decimals) Fractions on a number line 1/3, ¼, 2/4, ¾ of amounts Unit fractions of a set of objects / amount Non-unit fractions of a set of objects / amount Fraction word problems Equivalent fractions (bar models, number lines, circles) <u>Multiplication</u> Know all times table facts up to 12 x 12.	<u>Fractions: 2 weeks</u> Compare and order fractions Add / subtract fractions <u>Measure – time (12-hour analogue clock): 2 weeks</u> Months and years Hours in a day O'clock, half past, quarter past, quarter to Tell the time to 5 minutes Tell the time to the minute Use am / pm Finding the duration Comparing durations Start and end times Problem solving with time <u>Geometry – shape: 2 ½ weeks</u> Turns and angles Right angles in shapes Compare angles Horizontal and vertical Parallel and perpendicular Recognise and describe 2d shapes Similarities and differences Recognise and describe



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	Count in multiples, 10 / 100 more, 10 / 100 less, thousand, three-digit, placeholder, hundreds, ascending, descending	<u>Time 1 week</u> Read time to the nearest minute and use am/pm, morning, afternoon, noon and midnight.				3d shapes Make 3d shapes
Science	Rocks and soils How are rocks formed? How are rocks similar and different? How are fossils formed? What is soil made from?	Magnets What are forces and what can they do? How do different surfaces affect how an object moves? What happens when you place two magnets together? Which materials are attracted to magnets? Which materials can magnetic force pass through?	Animals including humans Why do animals (including humans) need the right types and amount of nutrition? Why do animals (including humans) need the right amounts and types of food? Why do animals need to eat different foods? How much sugar is in the drinks we consume and how does it affect our body?	Plants What are the different parts of a flower and what are their function? How is water transported in plants? What are the parts of a flower? What is pollination? What are the differences between insect-pollinated plants and wind-pollinated plants? What is the life cycle of a flowering plant?	Animals including humans What is a skeleton? Why do we need one? What are joints and where are they located in our body? What are muscles? Why do we need them?	Light and Shadow What is light and why do we need it? What happens to light when it hits different surfaces? How are shadows formed? Why are some lights brighter than others?
Computing	Sequencing Sounds Creating sequences in a block-based programming language to make music.	Connecting Computers Identifying that digital devices have inputs, processes and outputs, and how devices can be connected to make networks.	Branching Databases Building and using branching databases to group objects using yes/no questions.	Stop Frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs. Writing algorithms and programs that use a range of events to trigger sequences of actions.
There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online						
Geography	The UK and the wider world Where do we live? What topographic features are in our area? Rivers and mountains of the UK Key mountains of the world Key rivers of the world	Local Study - Southampton Land Use What types of settlements are there? Current and past land use of our local area (field work) How is the local land use changing nowadays? What have been the pros and cons of changing land use over the years?		Mountains, volcanoes and earthquakes How do mountains form? Where and why do volcanoes and earthquakes occur? What happens when a volcano erupts? How do volcanoes affect the environment around them? Case study of Haiti 2010		



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History	Stone Age to Iron Age What are the key periods from the Stone Age to the Iron Age? What was the purpose of cave paintings and what can we learn from them? How and why did tools change in the Stone Age? From Skara Brae, what can we learn about how people lived in the Neolithic Age? What is Stonehenge and why was it built? What changes were there between the Stone Age and the Bronze Age? What was the Iron Age and how did the way people live change?			Ancient Egyptians When was Ancient Egypt and how does life compare to life in the Bronze Age? What can we learn about the beliefs in Ancient Egypt? What was mummification and why was it used? How did Ancient Egyptians communicate and what can we learn from this? Why were the pyramids built? What can we learn from Tutankhamun’s tomb? Was Tutankhamun an important person in Ancient Egypt and why is he so popular today?		
Art	Draw the human face with accurate proportions Draw facial features in detail. Mix tints Use colours to imitate an artist Understand how and why positive space is used in art. Create a relief print Create patterns through collage		Use smudging and contouring to create tone. Accurately draw still life. Draw implied texture Create a mixed-media mono print Mix tints. Paint colours found in still life. Create a clay slab with texture		Use pen to draw texture Mix warm and cool colours Create a montage Create a printing block with symmetry Make half-drop patterns Use appropriate joining techniques for clay	
DT	Christmas Decoration Create a design that meets a range of needs and wants Use computer software to plan and share a detailed design Join textiles using a running stitch Create and use a template Use a seam allowance Use wadding when shaping a product Identify how changes improved the final product		Food Technology – Cottage Pie and Savoury Muffins Understand why we need a varied and healthy diet Learn how to safely peel and grate Cut using a bridge grip Cut using a claw grip Learn how to mash		Stone Age Tool Identify what a product needs to work well Measure and cut wood with accuracy Make wood joins stronger Develop a step-by-step plan Choose most appropriate joining technique Choose suitable techniques to construct mechanisms Add a moving part to create a mechanism Improve the product by making changes	
PE	Basketball Tennis Gymnastics Football Dance		Football Hockey Tag Rugby Gymnastics Dance		Cricket Athletics (track and field) Invasion Games Gymnastics Dance	
French	Phonetics to learn a selection of the key phonemes to	Animals Children will learn 10 familiar animals and be introduced to the	Instruments Children will learn 10 familiar instruments	I am able to... Short sentences The children will learn 10 familiar	Fruit The children will learn 10 fruits and be introduced to the simple opinions ‘I	Ice-creams The children will learn 10 flavours of



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	facilitate accurate and authentic pronunciation as part of their language learning experience I am learning French will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the French is spoken	1 st person singular high frequency verb 'I am' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article.	and be introduced to the 1 st person singular high frequency verb 'I play' in the foreign language. The children will be able to recognise, recall, remember and spell up to 10 instruments with their definite article	activities that they are able or are not able to do in French.	like' and 'I do not like'. The children will have the knowledge and skills to be able to say which fruits they like and do not like.	ice-cream and the transactional language required to purchase an ice-cream. The children will have the knowledge and skills to take part in a roleplay activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.
Music	Composition. Combining and using musical elements to create own music.	Christmas preparation including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience, live or recording for ONLINE performances.	Graphic Scores. Composers who use graphic scores. Introduction to graphic scores and understanding each sound is represented by a symbol. Creating and performing graphic scores.	Exploring Rhythmic Patterns. Improvising and creating simple patterns and melodies. Using body and voice to beat steady patterns considering note length and using terms- Crotchet, minim and quaver.	Reading notation and beginning to understand and use the stave to play music.	Boom whakers and glockenspiels. Music lessons are used for Mass preparation including music, singing and developing quality celebration.
Enrichment	Hillier's day trip (be an archaeologist for the day)				School Sleepover	