**Curriculum Overview 2025 - 2026**

**Class 3**

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|  | **TERM 1** | **TERM 2** | | **TERM 3** | **TERM 4** | | **TERM 5** | **TERM 6** |
| **THEME** | **WHO WERE THE MAYA?** | | | **WE’LL MEET AGAIN** | | | **NATURAL DISASTERS** | |
| **GEOGRAPHY** | Freaky Peaks (Integrated Tasks Week)  Locational Knowledge   * Name and locate key topographical features of the UK, including mountains   Human and Physical Geography   * Describe and understand key aspects of physical geography, including mountains * Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | Human and Physical Geography   * Describe and understand key aspects of physical geography, including volcanos and earthquakes   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| **HISTORY** | A non-European society that provides contrasts with British history.  Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined. | | | Study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066.  Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; and evaluating the effectiveness of primary sources. | | | Local History – The Battle of Tewkesbury (Integrated Tasks Week)   * A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality   Children learn the key events that led to the Battle of Tewkesbury, examining each King’s claim to the throne and using their map skills to locate local areas involved. | |
| **ART & DESIGN** | Pupils should be taught to:   * Create sketch books to record their observations and use them to review and revisit ideas, * Improve their mastery of art and design techniques including . . . *see below* * About great artists, architects and designers in history . . . *see below* | | | | | | | |
| Textiles   * Show precision in techniques.   • Choose from a range of stitching techniques.  • Combine previously learned techniques to create pieces   * Jennifer Lamontagne   Task: final outcome to make an embroidered Day of the Dead skull | | | Drawing (Street Art)   * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).   • Use a choice of techniques to depict movement, perspective, shadows and reflection.   * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement. * Banksy   Task: final outcome to create an outdoor mural in the style of a chosen street artist | | | Painting   * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. * Claude Monet   Tasks: final outcome to create a watercolour landscape in the style of Claude Monet | |
| **DESIGN TECHNOLOGY** | When designing and making, pupils should be taught to:  Design   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   Make   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities   Evaluate   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world   Technical knowledge.  . .*see below* | | | | | | | |
| Cooking and Nutrition – Curry   * To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   *Task: to plan, prepare and cook their own version of a curry dish* | | | Egg-Drop Challenge (Integrated Task Week)   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   *Task: to design a new aid drop box to be used by aid agencies across the world.*  Make Do and Mend   * Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately   *Task: to design and make a soft toy (teddy bear) for an evacuee* | | | Fairgrounds   * Understand and use electrical systems in their products (for example series circuits incorporating switches, bulbs, buzzers and motors   *Task: to design and make a fairground ride whose movement is controlled by a computer* | |
| **MUSIC** | Pupils should be taught to:   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music | | | | | | | |
| Singing and Performing: Dancing in the Streets (Motown)  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | | | Playing Instrument  Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.  Instrumental progression linked and building on KS1 & Lower KS2 G,A,B, D,C ,E F,G | | | Improvisation and Composing  Improvise and compose music for a range of purposes using the inter-related dimensions of music. | |
| **SCIENCE** | Evolution and Inheritance  Pupils should be taught to:   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution   *Switched On Science: We’re Evolving* | | Electricity  Pupils should be taught to:   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram   *Switched On Science: Electrifying* | Light  Pupils should be taught to:   * Understand that light appears to travel in straight lines * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them, and to predict the size of shadows when the position of the light source changes   *Switched On Science: Let It Shine* | | | All Living Things  Pupils should be taught to:   * Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird * Describe the life processes of reproduction in some plants and animals   *Switched On Science: Circle of Life*  Animals, Including humans  Pupils should be taught to:   * Describe the changes as humans develop from birth to old age   *Switched On Science: Growing Up and Growing Old* | |
| **COMPUTING** | Online Safety   * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | | | |
| Project Evolve  Self-Image and Identity | Project Evolve  Online Relationships | | Safer Internet Day  Tuesday 6th February 2026 | Project Evolve  Online Reputation | | Project Evolve  Online Bullying | |
| Computing Systems and Networks   * Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact   *Teach Computing Units 5.1: Systems and Searching and 6.1: Communication and Collaboration* | | | Programming   * Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * *Teach Computing Unit 6.3: Variables in Games*   Creating Media   * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.   *Teach Computing Units 5.5: Introduction to Vector Graphics* | | | Programming   * Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information   *Teach Computing Units 5.3: Selection in Physical Computing and 6.3: Variables in Games*  Creating Media   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact   *Teach Computing Units 5.2: Video Production* | |
| **PE** | Invasion Games:  Netball and Hockey | | | Dance  Gymnastics | | | Athletics  Rounders  Swimming | |
| **RE** | U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i | | U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h | U2.6 How does the Torah influence Jewish people today? a b e | U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians? UC d e f | | U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist  a d e | U2.10 How do organised and individual worldviews help people when times get hard? b d e f |
| **PSHE, RSE & CITIZENSHIP** | Citizenship and British Values  Children will learn about:   * Topical issues, problems and events (including the global environment) and how to take part in debates * The range of national, regional, religious and ethnic identities in the United Kingdom * Rules and laws that protect themselves and others and how they are made and changed * Different kinds of responsibilities, rights and duties in the community * Rights in relation to the law * Resolving differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices | | | | | | | |
| Living in the Wider World: How media commerce and social issues shape our understanding of the world  Topic/Theme: Media Influence  Children will learn about:   * How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models * Advertising e.g. influence, bias, distortion * Media influence * Body image | Living in the Wider World  Living in the Wider World: How media commerce and social issues shape our understanding of the world  Topic/Theme: Financial Capability  Children will learn about:   * Monetary value and the notion of saving up for a purchase * Difference sources of income * Different forms of money and payment * Managing a budget * Enterprise opportunities   Anti-bullying Week | | Relationships: Understanding the dynamics of healthy relationships  Topic/Theme: kindness and anti-bullying  Children will learn about:   * Peer pressure * Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural   Safer Internet Day | Relationships: understanding the dynamics of a healthy relationship  Theme/Topic: Friends and Family  Children will learn about:   * Friends * Changes in relationships e.g. with parents, boyfriend/girlfriend * The need for trust and love in marriage and established relationships * Protective behaviours * Assertiveness (self-assured and confident without being aggressive) * Positive touch activities * The need to seek permission when we touch someone else * The need to respect personal boundaries | | | Health and Well-being: Understanding Personal Change and Responsibility  Topic/Theme: Growing Up  Children will learn about:   * Puberty/body changes * The physical changes that take place at puberty, why they happen and how to manage them * Name and describe the functions of the sexual organs of boys and girls * Describe some internal differences between males and females * About the facts of the human lifecycle, including sexual intercourse |
| RSE  Genetic Inheritance:   * Understand genetic inheritance (linked to Science Evolution and Inheritance) | | | RSE  Relationships   * Be able to challenge gender stereotyping | RSE  Emotional Changes   * Be self-confident in a range of situations * Recognise their own worth * Recognise the pressure of unwanted physical contact and know ways of resisting | RSE  Physical Changes   * Be able to recognise and compare the main external parts of male and female human bodies including agree names for reproductive organs (linked to Science Animals, Including Humans) * Know the names of the main internal parts of the body including **agreed** names for reproductive organs (penis and vagina) organs (linked to Science Animals, Including Humans) * Know about the physical changes that take place at puberty, why they happen and how to manage them organs (linked to Science Animals, Including Humans) | | |
| **MFL** | Pupils should be taught to:   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing | | | | | | | |
| Getting to Know You   * Use the simple future tense * Understand the accents found in French spelling and how they help pronunciation * Masculine and feminine adjectives * Use the near future tense | All About Ourselves   * Parts of the body * Adjective/noun agreement * First, second and third person singular verbs * Masculine/feminine forms of colour adjectives * Emotions * au /à la / à l’ /aux | | That’s Tasty   * Days of the week * Time – o’clock, half past * Food and drink * Expressing a choice – je voudrais * Express preferences – I like/don’t like * Adjectives to describe food * Plural forms of adjectives to describe food * French form for ‘some’ – du/de la/de/des | Family and Friends   * Possessive adjectives - mon/ma/mes (my); son/sa/ses (his/her/its) * Farm animals * Furniture/household objects * Express opinions – like, don’t like, love, hate . . .because . . . * Describing animals – noun/adjective agreement * ‘et’ and ‘mais’ | | School Life   * Classroom furniture and objects * ‘il’ and ‘elle’ * Prepositions – above, below, to the right, to the left * School subjects * Comparative adverb ‘mieux’ * 2D shapes | |