



Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 3



| | Autumn Term | | Spring Term | | Summer Term | |
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| | Autumn 1: Strong Forces | Autumn 2: The Big Dig | Spring 1: Oceans and Seas | Spring 2: Our Island Home | Summer 1: How Does Your Garden Grow? | Summer 2: Light and Dark |
| Science | Forces and Magnets (6 lessons + 1 trip) | Rocks (7 lessons) | Animals including Humans (5 lessons + 1 trip) | Plants (7 lessons + 1 trip) | Light (5 lessons) | Science Week (5 lessons) |
| Science detail | Expanding on exploration in the Early Years, children learn about push and pull forces. Children learn that some forces need contact between two objects but through exploration, learn that magnetic forces can act at a distance and through different materials. Children test magnets' strengths and prove/disprove the statement, 'Bigger magnets are stronger magnets.' Through investigation, children classify materials as magnetic and non-magnetic and notice that like poles repel and unlike poles attract. Children also carry out investigations into how things move on different surfaces – spotting relationships between surface texture and movement. | Building on their learning on everyday materials in Y1 and Y2, pupils develop their classifying skills by comparing and grouping rocks based on their appearance, physical properties (e.g. permeability) or how they are formed (e.g. igneous, sedimentary). After learning about skeletons, they describe in simple terms how fossils are formed - an idea which will be built on in Y6. Children recognise that soils are made from rocks and organic matter, and they conduct investigations into the water retention of different soils – drawing conclusions around the makeup of a soil and its level of water retention. | Having developed an understanding of the basic needs of animals and humans in Y2, pupils embed the idea that animals get the nutrition they require from what they eat. Children research different food groups and give examples of where they are found – identifying that different foods contain several different nutrients. They use food labels to explore the nutritional content of a range of food items and compare the varying levels of nutrients found in the same products. Children build on their understanding of the skeleton – identifying how different joints allow for different movements. | Having identified the basic structure of a flowering plant in Year 1 and observed how seeds and bulbs grow in Y2, pupils now identify and explore the functions of these parts. Children investigate how water is transported – making careful observations and drawing conclusions. Through research and observations over time, they learn about the part that flowers play in the lifecycle of a flowering plant – understanding and describing pollination, seed formation and seed dispersal. To learn about requirements for life, children investigate what happens to plants in different conditions – changing one variable at a time to obtain accurate results. | In this unit, children learn that we need light to see things and that darkness is the absence of light. Building on their Y2 understanding of materials, children use data loggers to test how much light passes through different ones – using their results to classify materials as opaque, translucent or transparent. Expanding on this, children describe how shadows are formed and notice the connection between the shape of shadow and the shape of the opaque object. Children then investigate patterns in the way that the size of shadows change. Children notice that light is reflected from surfaces – investigating materials to see which properties make them more visible. | Children work scientifically while exploring the theme for National Science Week. |
| History & Geography | History - The Roman Empire (6 lessons) (**7 week half term) | History - Roman Empire (6 lessons + 1 trip) | Geography - Contrasting Locality (6 lessons) | History - Anglo Saxons (7 lessons) **6 week half term** | Geography - Earthquakes and Volcanoes (6 lessons) (**5 week Half Term**) | Geography - Mapping the World (6 lessons) (**8 week half term) |
| History & Geography Detail | During this unit, children will develop their knowledge and understanding of British history, developing their chronological knowledge of the Roman Empire. Building on prior vocabulary learning, in years 1 and 2, children will establish a narrative within the Roman period and continue to develop historical terms. They will use a range of historical sources to devise questions and communicate their ideas and research through role-play, writing and ICT. Through identifying and commenting on significant events and people, such as Julius Caesar and Claudius they will begin to explore the concepts of exploration, conflict and power. The importance of causes and consequences will be discussed, as they describe how these aspects influence life today. | Building on their learning from last term, the children will develop their vocabulary and understanding of historical terms through exploring the concepts of settlement, religion, culture and power. They will continue to explain the impact of significant events, such as the British resistance and Boudicca, and the building of Hadrian's wall. Through the use of historical sources such as photographs, paintings and writing, children will make observations about similarities and differences and develop further the ability to devise questions for different enquiries, for example comparing and contrasting technology in Roman and Celtic Britain. | Location Within this unit, children make links to prior learning from Y2 to locate the world's 5 oceans and 7 largest seas. From here, the children will use their existing knowledge to locate a coastal region in the UK. Place Children will find similarities and differences between their local area and different types of coastal regions and settlements, for example, Liverpool (City), Brighton (Town), Padstow (Village). Physical and Human Children will build upon knowledge gained from Y2 to identify changes to human and physical features over time, making links to the impact of weather and how it can change a landscape. Children will learn how people rely on the sea for their livelihood and investigate the process of the water cycle. Fieldwork Children use their knowledge of coastal regions and compare with their own community through use of maps, grid references and observing physical and human geography. Developing learning Y1, children to conduct investigation into rainfall and compare data. | Having developed an understanding of the impact of the Roman Empire on Britain, the children expand their British history chronological awareness further, through studying the Anglo-Saxon societies. They begin to understand how knowledge of the past is constructed from a range of sources, such as artefacts, ICT experiences and studying geographical maps (place names). Children research and develop their understanding of settlements, making observations about similarities and differences between Anglo-Saxon and Roman Britain. They will begin to learn how to make valid statements about the main changes occurring across time periods and communicate their ideas through different genres. | Location Children will learn the locations of the earth's major volcanic and earthquake regions using maps, grid referencing and locational language. Children will use their developing knowledge of geographical vocabulary, for example, equator, northern and southern hemisphere and tropic regions. Place Using their comparative skills, children compare a mountainous region in the UK with a volcanic region of Italy. Physical and Human Children will describe key aspects of mountain formation including the 'Ring of Fire', the process of volcanic eruptions and the physical effects of a volcano on the environment. Children will also investigate the effects of a volcano and earthquakes on settlements and land use. Fieldwork Children use maps, atlases and globes locate volcanoes in the UK and around the world. | Location Children use their developing knowledge to locate different countries in Europe. Place Children analyse and compare the different climates across Europe and discuss using appropriate geographical vocabulary. Physical and Human Through analysing a range of maps the children will learn to identify key physical and human features, for example, keys, colours and contour lines. Fieldwork Children learn about the different lines on a map including longitude and latitude and their relation to different time zones. Children follow a map of the local area and then build on previous learning to create their own with increasing accuracy to plan a journey, including a key, symbols and 8-point compass directions. |
| Computing and ICT | Computing systems and networks – Connecting computers (7 lessons) | | Programming - Events and actions in programs Scratch (6 lessons) | | Creating media - Stop-frame animation (6 lessons) | |
| Computing detail | Builds on Year 1 and 2 learning about familiar input and output devices. Learners will understand digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. | | Builds on directional instructions to apps in year 1 and 2. First use of Scratch so some time is dedicated to learning the interface. Each lesson is stand alone so if a child is missing for a lesson, they can still learn the concepts. This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. | | Builds on animation in KS1 where we used the J2E group of apps. This builds on the principles of animation and introduces hardware such as cameras. Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those types to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. | |
| Computing Digital literacy | We revisit the acceptable use policy at least once every term to remind them how to stay safe at home and school. In year 3 we build on learning about personal information and we introduce scams and tricks that people might use to obtain their details while using online apps like when playing online games. | | | | | |
| Art and DT | Gesture and Charcoal: Drawing and Sketchbook (7 lessons) | Mechanisms and components-Levers and Linkage mechanisms (7 lessons) | Cloth, Thread and Paint: Surface and Colour (6 lessons) | Mosaic Tiles (5 lessons) | Telling stories through drawing and making: Working in three dimensions (6 lessons) | Food technology: Healthy Eating - Bread (7 lessons) |
| Art and DT detail | Children will discover how to make drawings that capture a sense of performance using charcoal. This builds on ideas of using the whole body to draw as introduced in Year 1 and also moves children on from using pens and pencils in Year 2 to use the new medium of charcoal. In contrast to creating representational drawings based on observation-instead they use the qualities of the medium in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination. | In this unit children will gain new understanding of levers and linkage mechanisms. Children will learn the difference between fixed and loose pivot joints and will design a variety of lever and linkage mechanisms based on discussed sketches and material experiments. Children will make a final lever and linkage mechanism and evaluate their work. | Children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds, children apply skills learnt in the medium of mark making in earlier years and apply this to sewing. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and to explore mark making, colour and composition. | In this unit children will investigate and draw a variety of Roman mosaics. They will learn about Roman artefacts and create observational drawings of these items. Children will contrast this study of the old by studying modern mosaics. Finally, children will use this knowledge to design and make their own mosaic tile using 2D references, glass and clay. Children will discuss, recap and evaluate their work. | Children are enabled to make sculptural equivalents of characters from film and literature, building on previous years units of storytelling in art. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character. Children learn that through making work in another medium we can make the work our own, re-interpreting and re-inventing, that we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. The pathway can be adapted to which ever | In this unit children will continue to build on their understanding of healthy food groups. Children will begin to understand how seasons affect food production and expand their knowledge on where different types of food are grown in the world. Children will add to their cooking techniques by learning how to knead and bake bread and how to weigh ingredients to the nearest gram or millilitre. Children will discuss food and hygiene and will evaluate the success of the bread they bake. |
| PE | Invasion Games- Netball (7 lessons) | Gymnastics (7 lessons) | Dance (6 lessons) | Net and Wall Games - Tennis (5 lessons) | Striking and Fielding - Cricket (6 lessons) | Athletics (7 lessons) |
| | Building on knowledge: Leading on from KS1 pupils will begin to apply basic skills learnt in ball skills and invasion games such as throwing and catching, keeping possession and attacking and defending to netball | Building on knowledge: Following on from KS1 pupils continue develop the skills of rolling, jumping and balancing and use them in isolation and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. | Building on knowledge: Leading on KS1 Pupils create dances in relation to an idea from a range of stimuli. Pupils develop their use of counting and rhythm. | Building on knowledge: This unit will build on the Net and Wall unit taught in KS1. In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. | Building on knowledge: This unit will build on Ball Skills unit taught in KS1. In this unit pupils develop the key skills required for cricket such as striking a ball, bowling, throwing and catching and specific positions. | Building on knowledge: Following on from KS1 pupils will develop basic running, jumping and throwing techniques. |
| | New Learning: To develop an understanding for netball rules and simple attacking and defending tactics. | New Learning: In this unit pupils focus on improving the quality of their gymnastic movements with a greater emphasis on transitioning in and out of actions. | New Learning Pupils begin to learn to use choreography to develop a dance idea. | New learning Pupils will learn forehand and backhand strokes and developing these strokes into a rally. They will learn how to score points. | New Learning Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low and use a short barrier. Children adapt their throwing skills to specifically bowl underarm at a batter. They apply the skills learnt to small sided cricket games. | New Learning: Pupils are introduced to relay changeovers. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. |
| Spanish | Pets (6 lessons) | Behaviour Choices (6 lessons) | Clothes (6 lessons) | Descriptions of Clothes (6 lessons) | Food and Drink at the Café (6 lessons) | Food and Drink at Home and at the Restaurant (7 lessons) |
| Spanish Detail | Links with prior learning: In Reception, children learnt to name animals and they developed this during Year 2. They learnt colour adjectives in Reception and Year 1, developed their work on habitats in Year 2 and learnt the names of fruits and vegetables and basic foods in Reception and Year 1. New Learning: Children work at phrase and short sentence level to respond to and describe animals' colour variation, habitats and ideal diets. | Links with prior learning: In the first half term of Year 3, children worked at phrase and short sentence level to respond to and describe animals' colour variation, habitats and ideal diets. They learned the animal nouns and colour adjectives in Reception and Year 1. New Learning: Children build on their learning at phrase level last half term to start working at short sentence level in reading, listening and writing. They respond to and describe animals' behaviour. | Links with prior learning: In Reception, children learnt to respond to and pronounce clothes nouns. They learnt colour adjectives in Reception and Year 1. New Learning: Children recall clothes nouns and colour adjectives, learn two new clothes nouns: camisa and tejidos and begin to respond to and use the written forms of the nouns. They make clothes for a fashion show and describe in both speech and writing the clothes worn by people in works of fine art by Spanish speaking artists. | Links with prior learning: Children learnt clothes nouns in speech in Reception and colour adjectives in speech and writing in Reception and Year 1. They worked with the written form of clothes nouns in Year 3, Spring 1 and combined these with colour adjectives to work at phrase level in speech and writing. They learnt places in town nouns in Year 2 in spoken and written form. New Learning: Children practise working at phrase level describing clothes before moving on to creating short sentences about what people are wearing in photos. To showcase their descriptive skills, they all design either a sports kit or school uniform and role play being a sports coach or head teacher choosing a new kit or uniform. Finally, they describe what they and others are wearing in different places in town. They work at either phrase or short sentence level. | Links with prior learning: Children learnt fruit nouns in Year 1 and numbers to 31 from Reception to Year 2. New Learning: Children learn to name café foods and drinks, revise numbers to 31 and learn numbers from 32 – 99. They design café menus and assign prices to their foods and drinks. They practise using Euros and Cents and learn the transactional phrases '¿Cómo te gusta?' and '¿Cuánto cuesta?'. Finally, they transform their classroom into a café and order and pay for food and drinks, producing and responding to short phrases. | Links with prior learning: Children learnt some food nouns in Reception. They worked with the names of common fruits and vegetables in Y1, expressing likes and dislikes with (No) me gusta and buying the items at the market. New Learning: Children learn to name some common restaurant foods. They recall their transactional language from Summer 1 and transform their classroom into a restaurant to order a meal. Finally, they publish their ideal menu using their Spanish food nouns and prices in Euros and Cents. |
| Music | Melodicas (6 lessons) | | Melodicas (6 lessons) | | Melodicas (6 lessons) | |
| Music detail | Children shift their skills to the melodica which requires an increase in fine motor skills and control, whilst continuing to develop pulse, pitch and control through singing and chanting. They are taught to play the melodica with control and purpose, and, in addition with tuned and untuned percussion, use it as a vehicle for prior and new musical learning. New musical elements include staccato and legato Children are taught how to play melodies from our repertoire both solo, and as an ensemble, and both by ear and simple notation As well as listening to their own performances, children continue to listen to recorded music, and learn about western classical music | | Using the melodica, children focus on reading skills, learning to read simple scores and notation, learning about repeats and structure. Composing and improvising are embedded into all activities and children select new layers and textures to improve the scores. Children continue to increase their vocal skills through increasing their repertoire. As well as listening to their own performances, children continue to listen to recorded music, and learn about western classical music | | Using the melodica, children continue to focus on reading skills, increasing to 3 notes. Children learn about musical sequence and learn to compose their own musical sequence, learning to play in an ensemble, and solo, learning to add different textures using classroom instruments. They continue to increase their music skills through singing and increasing their repertoire. As well as listening to their own performances, children continue to listen to recorded music, and continue to learn about the history of western classical music | |
| RE | Unit 19 What is it like for someone to follow God? (People of God) (x6 lessons) | Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/God) (x6 lessons) | Unit 21 How do festivals and worship show what matters to a Muslim? (Islam) (x6 lessons) | Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism) (x6 lessons) | Unit 23 What do Christians learn from the creation story? (Creation/Fall) (x6 lessons) | Unit 24 How and why do people try to make the world a better place? (Thematic) (x6 lessons) |

Each lesson = 45 mins, debate 30 mins, social skill 30 mins, circle time (alternate library sessions) 45 minutes a fortnight!

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| RE detail | In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers. | In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today. | Within this unit, Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people | Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. | * This unit will not be taught. Instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives. This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible. | In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world. |
| PSHE Unit of work | Drug, Alcohol and Tobacco Education - Tobacco is a Drug (4 lessons, 1 debate, 1 social skill) | Keeping Safe and Managing Risk - Bullying – See it, say it, stop it (3 lessons, 1 debate, 1 social skill) | Mental Health and Emotional Wellbeing - Strengths and Challenges (3 lessons, 1 debate, 1 social skill) | Identity, Society and Equality - Celebrating Differences (3 lessons, 1 social skill) | Careers, Financial Capability and Economic Wellbeing - Saving, Spending and Budgeting (3 lessons, 2 debates) | Physical Health and Wellbeing - What helps me choose? (3 lessons, 1 debate, 1 social skill) |
| PSHE/ RSHE detail | Prior learning – understand that medicines come with instructions to ensure they are used safely. They have also learnt why medicines are taken. This topic children learn the definition of a drug and that drugs (including medicines) can be harmful to people. New learning – children are introduced to the affects and risks of smoking tobacco and the help that is available for people to stop smoking. | Prior learning – Children have been introduced to the benefits and risks of going online and how they can take some responsibility for their own online safety. This topic children learn to recognise bullying, including online and how it can make people feel. New learning – how to respond and what to do if they are a witness of bullying | Prior learning - have learnt how to solve friendship problems on and offline. They have learnt about the importance of having special people in their lives. This topic children learn about celebrating achievements and setting personal goals. They learn how to deal with put downs and positive ways with how to deal with setbacks. New learning – recognise that everyone has setbacks at times and that these cannot always be controlled. | Prior learning – In Yr1 children recognised some of the things that make them and others special and how to cooperate with others. This topic children learn about valuing the similarities and differences between themselves and others. They also learn about what being part of a community means. New learning – value and appreciate the diverse communities which exist and how they connect. | Prior learning – In Yr1 children were taught where money comes from (earn, win, find, presents, pocket money, borrow, benefits) and how to save money. This topic children learn about what influences people's choices about spending and saving money. Children learn how people can keep track of their money and they learn about the world of work. New learning – to recognise how shops and manufacturers persuade us to spend money. | Prior learning - children have been introduced to the Eatwell Guide to learn the benefits of a healthy diet as well as understanding why physical activity is important for a healthy lifestyle. This topic the children use the Eatwell Guide to help make informed choices about what they eat and drink. They learn about some of the challenges faced with keeping active. New learning – how branding can affect what foods people choose to buy. |
| Educational Visits/Special Events | Science Museum - Feel the Force Workshop | British Museum Romans Talk + Pantomime | London Aquarium | Suleymaniye Mosque | Trip to Kew Gardens | Teacher-led trip - Walking Tour of Southbank |