

## Year 3 Curriculum Information 2025 - 26

The school follows a two week timetable with lessons of 50 minutes in duration. Below you will find a summary of the main topics covered in Year 3, the name of the coordinator of the subject and an indication of the number of periods pupils have of each subject per fortnight.

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| <b>English</b>   | <b>Mrs Hale</b>     | <b>11 periods</b> |
| The curriculum is varied and covers a wide breadth of writing genres with the children experimenting with non-fictional and fictional pieces. The grammatical component again is broad with a variety of features and styles being utilised, consolidating work from Year 2 such as; tense order, verbs, nouns and adjectives moving onto compound words, prefixes/suffixes, prepositions and introduction to figurative language. |                     |                   |
| <b>Maths</b>   | <b>Mrs Marshall</b> | <b>12 periods</b> |
| Consolidation of numeracy skills from Year 2. Progressive inclusions within the main topic areas such as: Number, Fractions and Decimals, Data Handling, Shape and Space, Measures and Problem Solving.  |                     |                   |
| <b>Science</b>   | <b>Mrs Chambers</b> | <b>4 periods</b>  |
| The pupils experience lessons which aim to develop practical skills, scientific knowledge and understanding in order to provide a suitable foundation for further learning. The following topics are covered over the course of the year: Humans, Forces and Magnets, Rocks and Soils, Plants and Light.   |                     |                   |
| <b>Humanities</b>  | <b>Mrs Woolf</b>    | <b>7 periods</b>  |
| Students are introduced to a broad curriculum across Geography, History, and Religious Education. Topics include an introduction to chronology and understanding the past, the Stone Age, Ancient Egypt, map skills, weather patterns, and key geographical features. In Religious Education, pupils explore world creation stories, key religious festivals, and significant events such as Holy Week.                            |                     |                   |
| <b>French</b>  | <b>Mrs White</b>    | <b>2 periods</b>  |
| The largest proportion of the work will be oral contribution, allowing the pupils an opportunity to experience speaking and listening and to develop enthusiasm for the language. The following areas will be covered: Basic counting and colour work, Introductory phrases, Adjectives, Body Vocabulary and Basic Meeting/Parting Phrases.  |                     |                   |
| <b>Art</b>   | <b>Miss Barlow</b>  | <b>2 periods</b>  |
| A wide selection of skills are introduced and consolidated throughout the year. Areas of coverage include: Painting Line and Colour, Making Egyptian papyrus, Junk Printing, Making sculptures in the style of Barbara Hepworth, Drawing (zooming in) and Free Paint with a cross curricular theme.  |                     |                   |
| <b>DT</b>  | <b>Mrs Fox</b>      | <b>3 periods</b>  |
| A wide selection of skills are introduced and consolidated throughout the year. Areas of coverage include: Designing and making a Picture Frame, Applique Trinket Holder and a Moving Pneumatic Toy.   |                     |                   |
| <b>Music</b>   | <b>Mr Bishop</b>    | <b>2 periods</b>  |
| In Year 3, music lessons comprise of short, fun activities designed to practise and develop basic musical awareness. Some of the main areas of focus are; activities to develop the sense of pitch, of rhythm and of pulse, and also games to improve musical coordination, focused listening and effective musical communication.   |                     |                   |

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| <b>ICT</b>  | <b>Mrs Crawford-Smith</b> | <b>3 periods</b> |
| The initial term focuses on Online Safety and touch typing. The children focus on the basics of typing and general word processing skills are reinforced. These skills are then applied in a unit on Microsoft PowerPoint where the children will learn how to format text and insert graphics. Coding skills are introduced in the Spring term and the children will begin to send emails using their BMS account. During the summer, the children practise graphing and creating branching databases which links to their Maths topics. Online safety tips are revisited in ICT termly. |                           |                  |
| <b>PE</b>   | <b>Mr Bucktin</b>         | <b>2 periods</b> |
| Throughout the year pupils will participate in the following areas of focus: Speed, Agility and Quickness (SAQ), Ball skills, Gymnastics and movement, Striking skills/Racket skills and Athletics.   |                           |                  |
| <b>Games and Key Skills</b>   | <b>Mr Bucktin</b>         | <b>6 periods</b> |
| Boys follow a programme of Rugby (Autumn Term), Football (Spring Term) and Cricket (Summer Term); whilst the girls follow a programme of Hockey (Autumn Term), Netball (Spring Term) and Cricket (Summer Term). Students are grouped by ability and there is a focus on both individual and team skills which are supported by Key Skills lessons, after school practices and the opportunity to play competitive matches.  |                           |                  |
| <b>Swimming</b>   | <b>Mrs Hawken</b>         | <b>2 periods</b> |
| Pupils are grouped on ability and focus on stroke development and proficiency in all 3 main areas which include: breast stroke, backstroke and front crawl.   |                           |                  |
| <b>Drama</b>  | <b>Mrs Hale</b>           | <b>1 period</b>  |
| Pupils have one standalone drama lesson but English teachers are encouraged to utilize English lessons to embed drama themes and skills during the English curriculum.  |                           |                  |

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