



Year 3 Curriculum Overview 2026 - 2027

Mr Tull and Mrs England-Walsh

SUBJECT	Autumn		Spring		Summer	
TOPIC	How did the achievements of the ancient Maya impact their society and beyond?	Why are Rainforests important to us?	What changed in Britain after the Anglo-Saxon invasion?	Where does our food come from?	How have children's lives changed?	What are rivers and how are they used?
English	Class text: Maya Gods – Maz Evans Writing to entertain: Voices in the Park Writing to entertain: Character and	Class text: Maya Gods – Maz Evans Writing to entertain: Poetry - rainforest Writing to entertain: Diary entry	Class text: Wild Robot Writing to entertain: The Promise Writing to inform: Non-chronological report – animals (wild robot characters)	Class text: Wild Robot Writing to inform: Newspaper article – food air miles/save the planet Writing to entertain: Character description/setting description	Class text: Spy Master Writing to entertain: Setting description poetry	Class text: Spy Master Writing to entertain: Diary entry (spy master) Writing to persuade: to

	setting description Writing to persuade: Selling Mayan Temple	Writing to entertain: Narration to a David Attenborough clip	Writing to inform: King Alfred the Great Biography		Writing to entertain: Narrative-suspense	Balanced argument – the sea vs the humans. Do humans treat the ocean fairly? Instruction writing: How to make a rainbow – linked to the water cycle
Science	<u>Teeth and digestion</u> This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs. <u>Living Things and their Habitats</u> In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into ‘vertebrates’ and ‘invertebrates’ and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things.		<u>Sound</u> This ‘Sound’ unit will cover how vibrations cause sounds and how sound can travel, as well as how sounds can change pitch and loudness. They will use their understanding of how high and low sounds are made to create their own set of panpipes. They will have the opportunity to make a string telephone, investigate the best material for soundproofing, and design and create their own musical instrument. <u>States of matter</u> This unit teaches about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will investigate the weight of a gas and to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.		<u>Electricity</u> This unit covers electricity in the home, as the children will identify appliances that use electricity and how to keep themselves safe. They will construct circuits, start to create pictorial circuits and conduct an investigation into switches. <u>How does the flow of liquids compare?</u> Exploring the relationship between viscosity and the flow of liquids through scientific enquiry, using the previous 5 units of learning.	

DT	<u>Structures: Helmets</u> Pupils who are secure will be able to: - Describe what a shell structure is and describe what makes an effective helmet. - Design a helmet for a specific user by choosing appropriate features. - Explain layering techniques used to strengthen a helmet. - Use layering techniques to make a helmet and reflect on the process. - Evaluate the strengthening required in the helmet and justify appropriate strengthening techniques. - Follow a design plan and use appropriate techniques to strengthen and stiffen the helmet. - Communicate with peers when making improvements. - Analyse helmets' strengths and weaknesses and evaluate how they work for their purpose.	<u>Mechanical Systems: Making a slingshot car</u> Pupils who are secure will be able to: - Work independently to produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results.	<u>Making a Torch</u> Pupils who are secure will be able to: - Identify electrical products and explain why they are useful. - Help to make a working switch. - Identify the features of a torch and how it works. - Describe what makes a torch successful. - Create suitable designs that fit the success criteria and their own design criteria. - Create a functioning torch with a switch according to their design criteria.
Art and Design	<u>Maya Masks</u> Maya masks in 3-D form (clay) - Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. - To create a clay base - Clay slip to join clay - To use natural materials – true to the context. - To use clay to form a variety of shapes	<u>Painting and Mixed Media: Light and Dark</u> Pupils who are secure will be able to: - Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D.	<u>Craft and Design: Fabrics of Nature</u> Pupils who are secure will be able to: - Describe objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with

	• Portable 3d art made from an unusual material • Newspaper armature and Modroc. Maya Scratch art – • Make and match colours with increasing accuracy and explain how it has been made. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. • To use a variety of materials for painting including teabags, watercolour paint, soil paint, charcoal and powdered paint. • Scratch paint off a surface to reveal a different media. • To use natural resources as brushes. • Paint using the same technique as a famous artist. • Explore shape in architecture to form art.	• Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects.	a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
Year 4 sketchbooks	Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they use their sketchbooks to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketchbooks?		

Computing	Purple Mash: Coding and online safety	Purple Mash: Spreadsheets	Purple Mash: Writing for different audiences	Purple Mash: Logo and animation	Purple Mash: Animation and Effective Search	Purple Mash: Hardware investigators
	Online safety: We are Year 4 rule writers - reviewing and editing our online safety rules.	Online safety: We are respectful of digital rights and responsibilities.	Online safety: We are careful when talking to virtual friends.	Online safety: We are online risk managers.	Online safety: We are aware that our online content lasts forever.	Online safety: We are standing up to peer pressure.
History	How did the achievements of the Ancient Maya impact their society and beyond? - Sequence the key periods of the Ancient Maya civilisation. - Identify periods that were happening in Britain at the same time. - Explain how the Ancient Maya settled in the rainforest and the challenges they faced. - Describe Ancient Maya beliefs. - Name the features of the Ancient Maya cities. - Make deductions about the Ancient Maya cities. - Evaluate the reasons for the decline of the Maya civilisation. - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.		What changed in Britain after the Anglo-Saxon invasion? - Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.		How children's lives have changed. In History lessons children will learn to understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires. They will become confident in asking questions about change, cause, similarity and difference as well as understanding that our knowledge of the past is constructed from a range of sources. In addition, they will be able to note connections, contrasts and trends over time and understand the methods of historical enquiry; how evidence is used to make historical claims.	

Geography	<u>Why are rainforests important to us?</u> Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon’s resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.			Where does our food come from? - Identify that different foods grow in different biomes and say why. - Explain which food has the most significant negative impact on the environment. - Consider a change people can make to reduce the negative impact of food production. - Describe the intentions around trading responsibly. - Explain that food imports can be both helpful and harmful. - Describe the journey of a cocoa bean. - Locate countries on a blank world map using an atlas. - Use a scale bar correctly to measure approximate distances. - Collect data through an interview process. - Analyse interview responses to answer an enquiry question. - Discuss any trends in data collected.		What are rivers and how are they used? - Identify water stores and processes in the water cycle. - Describe the three courses of a river. - Name the physical features of a river. - Name some major rivers and their location. - Describe different ways a river is used. - List some of the problems around rivers. - Describe human and physical features around a river. - Identify the location of a river on an OS map. - Make a judgement on the environmental quality in a river environment. - Make suggestions on how a river environment could be improved.	
Music	Performing –Rhythm, pattern, pitch Composing –standard notation, recording, interpreting Appraising –describe and identify character, purpose and style of music						
	Body and tuned percussions	Rock and Roll	Changes in pitch, tempo and dynamics	Haiku, music and performance	Samba and carnival sounds and instruments	Adapting and transposing motifs	
PE	Tag Rugby	Football	Netball	Quicksticks	Athletics	Cricket	

RE	The Fall: Understanding Christianity What do Christians learn from the creation story? People of God: Understanding Christianity What is it like to follow God? (Abraham and Sarah)	Incarnation: Understanding Christianity What is the Trinity; John's gospel? (Digging Deeper unit)	Islam Why do Muslims call Muhammad the 'seal of the prophets'?	Salvation: Understanding Christianity Why do Christians call the day that Jesus died, Good Friday? (Digging Deeper unit)	Judaism (Covenant): Emmanuel Project What symbols and stories help Jewish people remember their covenant with God?	Humanism: Emmanuel Project Why do humanists use the golden rule as a basis for morality?
PSHE	Rights, rules and responsibilities	Family and friends Working together	Being safe	Financial capability	Drug Education	Relationships and Sex Education Managing change
French	Portraits: describing in French	Clothing: Getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food	Eurovision Song Contest