

St Mary's Long-Term Overview (Year 3 2026-27)

Year 3	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 7 weeks	Term 6 7 weeks
English Literacy Tree Written Outcomes <u>Extended Outcomes</u> REACH essays	The First Drawing Character description, diary entry, recount <u>Own historical narrative</u> What do we know about the prehistoric period?	The Boy Who Grew Dragons <u>Letter of persuasion</u> Twinkl – Seasons poetry unit Where do people live?	Cloud Tea Monkeys Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion <u>Non-chronological Report</u> What do we know about life during the Shang Dynasty?	The Pied Piper of Hamelin Writing in role, information reports, adverts, formal letter, poetry analysis <u>Own version myth/legend</u> Why do volcanic eruptions and earthquakes occur?	Escape from Pompeii Setting descriptions, information report, dialogue <u>Setting description</u> How did the Ancient Greeks leave their mark on the world?	Jim, A Cautionary Tale Warning poster, alternative endings, performance poetry <u>Narrative poem</u> To what extent is the UK's weather to be expected?
Maths Maths No Problem	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Further Multiplication and Division Fractions, Decimals and Percentages: Fractions		Measurement: Length Measurement: Mass Measurement: Volume Measurement: Money Measurement: Time		Statistics: Picture and Bar Graphs Geometry – Properties of Shapes: Angles Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures	
Science Twinkl and Developing Experts SOW	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Lights and Shadows Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.	Forces and Magnets Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Recap ready for Y4
RE Clifton Diocese Other faiths	Creation and Covenant – Branch 1	Prophecy and promise – Branch 2	Galilee to Jerusalem – Branch 3	Desert to garden – Branch 4	To the ends of the Earth – Branch 5	Dialogue and encounter – Branch 6

St Mary's Long-Term Overview (Year 3 2026-27)

	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 7 weeks	Term 6 7 weeks
Computing Teach Computing Project Evolve	1. Computing systems and networks – Connecting computers	2. Creating media - Stop-frame animation	3. Programming A - Sequencing sounds	4. Data and information – Branching databases	5. Creating media – Desktop publishing	6. Programming B - Events and actions in programs
Geography Mrs Macavity		Europe Locational Knowledge Human geography Geographical Skills <i>-Where are the world's people?</i> <i>Which countries make up Europe?</i> <i>Where is Paris?</i> <i>-What affects where people live?</i> <i>-What makes up a city?</i> <i>-Where are the biggest cities?</i>		Climate Zones Locational knowledge Human and physical geography Geographical Skills & Fieldwork <i>-Where is Earth's water?</i> <i>-What makes up the weather?</i> <i>-Why does it rain?</i> <i>Why does the UK have wild weather?</i> <i>-What is the reason for the seasons?</i> <i>Why is the world's weather changing?</i>		Cities of the UK Locational knowledge Human geography Geographical Skills & Fieldwork <i>--What makes a city in the UK?</i> <i>Where are the biggest cities?</i> <i>-Where features do cities have?</i> <i>-When were cities created</i> <i>- What do cities provide?</i> <i>-How many countries make up the UK?</i>
History Developing Experts	The Stone Age <i>-How do we know about life in the Stone Age?</i> <i>-Which animals lived during the Ice Age?</i> <i>-What were the different periods in the Stone Age?</i> <i>-What was life like in a Stone Age settlement?</i> <i>-How did they build in the Stone age?</i> <i>-What were the developments in societies that time?</i>		The Iron Age to The Bronze Age <i>-How did the Iron Age develop?</i> <i>-How is the Iron age characterised?</i> <i>-What happened to civilisations during that time?</i> <i>-How did the Bronze Age change how humans lived?</i> <i>-Who were the Celts, and why did they use Iron?</i> <i>- What changed in these eras?</i> <i>-How were civilisations living differently now?</i> <i>-What materials were they building with?</i>		Ancient Egypt A study of Ancient Egypt life and achievements and their influence on the western world. <i>- How was ancient Egypt organised?</i> <i>- What was the Golden Age of Egypt?</i> <i>- What did the Egyptians believe?</i> <i>- Who were the ancient Egyptian rulers?</i> <i>- Why did the Egyptian have so many slaves?</i> <i>- Who Tutankhamun?</i> <i>-Why did the Egyptians build so many tombs?</i>	
DT Kapow Combined		Cooking and nutrition: Eating seasonally (4 lessons)		Digital world: Electronic charm (4 lessons)		Structures: Product packaging
ART Kapow Combined	Drawing: Growing artists (5 lessons)		Sculpture and 3D: Abstract shape and space (5 Lessons)		Craft and design: Ancient Egyptian Scrolls (5 lessons)	

St Mary's Long-Term Overview (Year 3 2026-27)

	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 Weeks	Term 4 5 Weeks	Term 5 7 weeks	Term 6 7 weeks
Music English Model Music Curriculum Charanga Title Main Song Theme	Writing Music Down	Recorder	Composing using your imagination	More Musical Styles	Enjoying Improvisation	Opening Night
PE Montagu Montagu One Off session Teachers	Invasion Games (easily transferrable) Football, rugby, basketball, hockey Skateboarding FUNCTIONAL MOVEMENT RUGBY	Dance Tchoukball NETBALL BASKETBALL CO-ORDINATION	Gymnastics Table Tennis GYMNASTICS DANCE	Tennis Boccia FOOTBALL HOCKEY	Cricket Volleyball CRICKET TENNIS ROUNDERS	Athletics Ultimate Frisbee Swimming
MFL Language Angels	Phonetics 1 & I'm Learning French (E)	Fruits (E)	Musical Instruments (E)		I Can... (E)	
PSHE Coram	Valuing Difference	Relationships with others	Mental Health Unit	Money and Healthy Lifestyles	Keeping Safe Drugs	Growing and Changing (SRE)
RSHE Life to the Full	Module 2: Created to Love Others Unit 1: Religious Understanding	Module 2: Created to Love Others Unit 2: Personal Relationships	Module 3: Created to Live in Community Unit 1: Religious Understanding	Module 3: Created to Live in Community Unit 2: Religious Understanding	Module 2: Created to love others Unit 3: Keeping Safe	