Year 3 Curriculum Map 2026-27

The areas we have identified to develop are;

Develop Independence, Foster Communication Skills, Encourage Self Expression, Learn how to fail (resilience), Foster Creativity, Encourage self-belief, Encourage enquiry, Understand diversity.

These will be fitted into each area of learning as follows:

Autumn 2026		
	Term 1	**Term 2**
RE	**People of God** What is it like to follow God and be a Christian? We shall **Encourage Enquiry** as children explore the beliefs of Christians, whilst reflecting on their own personal beliefs and experiences. Children will **Understand Diversity** as we look at various routines and rituals of Christians and the idea of a covenant.	**Incarnation** What is the Holy Trinity? Teachers will **encourage enquiry** by looking at the Gospel and comparing it to other forms of writing. Children will **understand diversity** by looking at texts about baptism and the Holy Trinity and what they mean to some Christians. Children will be encouraged to **foster creativity** by making links between what they have learnt and read about God from the text and what they believe, expressing their own thoughts and ideas How do Christians count-down to Christmas? These lessons will **Encourage Enquiry,** and help the children **to Understand Diversity** as we focus on the preparation for this religious event.
PE	**Invasion Games** Children will **develop self-belief** and **Resilience** as they master different techniques and focus on improving their personal goals. They will work together, using **communication skills**, helping each other pinpoint techniques needed to improve skills.	**Outdoor and adventurous activities** Children will develop their **Communication skills** and **Resilience** when taking part in group problem solving activities. These lessons will **Encourage Enquiry** and **Self-Belief**.

Computing	**Networks** Develop **communication** and **enquiry skills** to understand how a digital device works and how the school network is structured. **Online Safety** Beliefs, opinions and facts on the internet	**Scratch Games** Introduction to main Scratch programme. **Fostering communication skills** and **resilience** by understanding and debugging simple algorithms in a game. **Developing creativity, self-expression** and **resilience** when creating a simple game following a model. **Online safety** When being online makes me feel upset
Science	**Light and Shadows** We shall **Encourage Enquiry** as children begin to recognise that they need light in order to see things and that dark is the absence of light through a range of activities and experiments. We shall **Encourage Self-Belief** as children learn this first hand through making their own shadow puppet theatres. This will **Encourage Self Expression** as children plan and perform a puppet show of their choice.	**Forces and Magnets** We shall **encourage enquiry as children** compare how things move on different surfaces and that some forces need contact between two objects, but magnetic forces can act at a distance. Children will observe how magnets attract or repel each other and attract some materials and not others. Children will **develop independence** as they group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, whilst making predictions.
`Music	**Singing and Glockenspiels** We shall **foster creativity** by learning how to hold and play this instrument. We will **encourage self-expression, self-belief** and **resilience** as the children will learn to play a short piece of music.	**Ocarinas** We shall **foster creativity** by learning how to hold and play this instrument. We will **encourage self-expression, self-belief** and **resilience** as the children will learn to play several short pieces of music and learn to perform in front of a small audience.
Languages	**French** Children will learn simple greetings in French. Learning a language will help children to **foster communication skills, encourage self-expression, self-belief** and **enquiry** as we learn a new skill together. Through learning another language children will begin to **understand diversity.**	**French** Greetings will continue to be practised orally alongside developing skills of **resilience** and **self-belief** as we start to write French words. Learning a language will help children to **foster communication skills, encourage self-expression, self-belief** and **enquiry** as we learn a new skill together. Through learning another language children will begin to **understand diversity.**

PSHE	**Me, my friends and belonging** We shall **Foster Communication Skills** as we share our thoughts and ideas, working through a series of activities that **Encourage Self-Belief** and **Encourage Self-Expression.** Children will **understand diversity** as they listen to the ideas of others thoughts and feelings of others, as well as develop their own personal identity.	**Mental health and wellbeing** Children to **foster communication skills** and **encourage self-expression** by learning how to develop self-regulation strategies. Children **understand diversity** by understanding how we are all different. Children's ideas and opinions will be listened to and valued.
Art and Design	**Drawing- Growing artists** Children develop **self-expression** and **creativity** by learning about how to use simple shapes and shading to create a detailed drawing. We will encourage **resilience** while learning about observational drawing.	
Design Technology		**Textiles** **Children develop Resilience and demonstrate Creativity and Self Expression as they design and make their own cross stitch and applique design for an Egyptian Collar.**
Topic Based Learning (History and Geography)	**Kent and its importance in the UK (Geography)** Developing skills of **independence** and **enquiry** when using maps and different sources to explore what is around us**.** **Understanding diversity** in our local area in the ways life differs in cities and towns. Encourage **self-expression** when we discuss whether we prefer life in the country and life in town. Developing **communication** and listening skills through discussion with our peers. **Black History Week** **Fostering communication skills, resilience** and **self-belief** by creating a poster linked to Black History Week, including researching key facts. Developing **independence** and **self-expression** when learning to understand that not everybody's work will be the same.	**The Stone Age (History)** Learning about **diversity** through life in a different era and its impact on the world that we live in today. **Encouraging enquiry skills** when looking at historical sources and **independence** in their thinking.

Spring 2027		
	Term 3	**Term 4**
RE	**Sikhism** Introduction into Sikhism. We shall **Encourage Enquiry** as children find out what is important to Sikhs whilst reflecting on their own beliefs and experiences. Children will **Understand Diversity** as we look at some of the routines and rituals of Sikhs.	**Sikhism** We shall **Encourage Enquiry** as children further explore what is important to Sikhs whilst reflecting on their own beliefs and experiences. Children will **Understand Diversity** as we look at more of the routines and rituals of Sikhs.
PE	**Gymnastics** Practising individual techniques helps to develop the children's self-belief. The display and performance parts encourage the children's **freedom of expression** and **creativity** **Swimming** Children will **develop independence and develop resilience** as they learn how to perform safe self-rescue. Children will learn how to swim competently and proficiently, helping to improve and **encourage self-belief.**	**Dance** Children will build on their existing knowledge of rhythm and movement to develop a series of linked moves. They will use **communication skills** and **creativity** to work in groups to create a dance based on a theme. **Self-belief** is developed by mastering individual skills and through performance. **Swimming** Children will **develop independence and develop resilience** as they learn how to perform safe self-rescue. Children will learn how to swim competently and proficiently, helping to improve and **encourage self-belief.**

Computing	**Systems and Networks: E mailing** **Fostering communication skills** by learning how to send a simple email and learning how to be a responsible digital citizen. Developing skills of **creativity** and **self-expression** by adding attachments. **Online safety** Linked to safer internet day.	**Systems and Networks: Journey inside a computer** Develop **communication** and **enquiry skills** to understand how a digital device works and how information travels. **Online safety** Sharing of information
Science	**Rocks and Fossils** We shall **Encourage Enquiry** by comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. To **Encourage Self Expression,** children will describe in simple terms how fossils are formed when things that have lived are trapped within rock. Children will recognise that soils are made from rocks and organic matter.	**Humans and other Animals** We shall **encourage enquiry** by finding out why animals, including humans, need nutrition and where they get it from. Children will **develop independence** as they learn to use a range of tools to find out that humans and some animals have skeletons and muscles for support, protection and movement.
Music	**Ocarinas** We shall **foster creativity** by learning how to hold and play this instrument. We will **encourage self-expression, selfbelief** and **resilience** as the children will learn to play several short pieces of music and learn to perform in front of a small audience.	**Ocarinas** We shall **foster creativity** by learning how to hold and play this instrument. We will **encourage self-expression, selfbelief** and **resilience** as the children will learn to play several short pieces of music and learn to perform in front of a small audience.
Languages	**French** Children will be able to count in French from numbers 1-12 and recognise the written words. Learning a language will help children to **foster communication skills, encourage self-expression, self-belief** and **enquiry** as we learn a new skill together. Children will develop their understanding of **diversity** through their studies of another language and culture.	**French** Children will continue to practice counting numbers from 1-12 by playing French games and asking and answering questions about age. Learning a language will help children to **foster communication skills, encourage self-expression, self-belief** and **enquiry** as we learn a new skill together. Children will develop their understanding of **diversity** through their studies of another language and culture.

PSHE	**Building healthy habits** We shall **foster communication Skills** as we share our thoughts and ideas, working through a series of activities that encourage **self-belief** and encourage **self-expression.** Children will **understand diversity** as they listen to the ideas of others thoughts and feelings. We shall focus on the importance of exercise, food labelling and healthy choices as well as dental and personal hygiene.	**Making choices online** We shall **foster communication Skills** as we share our thoughts and ideas, working through a series of activities that encourage **self-belief** and encourage **self-expression.** Children will **understand diversity** as they listen to the ideas of others thoughts and feelings. Children will be taught how to protect personal information and make sensible choices online. They will also learn about the importance of age ratings.
Art and Design		**Craft and design- Ancient Egyptian Scrolls** In this unit children will develop **creativity** and **resilience** as they construct a new paper material from water, paper and glue. Children will learn about **diversity** through life in a different era and its impact on the world that we live in today.
Design Technology	**Constructing a castle** Using **enquiry** skills, children will identify and learn about the key features of a castle. Children will develop **communication** skills, **resilience** and **self-belief** to work in a small group to demonstrate their creativity in designing their own castle structure made of recycled materials.	
Topic Based Learning (History and Geography)	**The Bronze Age and Iron Age (History)** Learning about **diversity** through life in a different era and its impact on the world that we live in today. **Encouraging enquiry skills** when looking at historical sources and **independence** in their thinking.	**Contrasting Locality- Iceland v South East UK (Geography)** Developing skills of **independence** and **enquiry** when using maps atlases and globes to learn life in a contrasting location and the characteristics of that region. **Understanding diversity** in in the ways life differs in different countries. Developing **communication** and listening skills through discussion with our peers.

Summer 2027		
	Term 5	**Term 6**
RE	**Kingdom of God** Exploring the impact of Pentecost. We shall **Encourage Enquiry** by making clear links between Pentecost and Christian beliefs about the Kingdom of God on Earth. Children will **Understand Diversity** exploring how Pentecost influences how Christians live their lives and in their church communities.	**Humanism** We shall **Encourage Enquiry** by exploring the concept of Humanism and make comparisons between religions and beliefs. Children will **Understand Diversity** exploring how humanists are and what asking the question 'What do they value?'
PE	**Striking and fielding games** Fielding develops **communication skills and co-operation.** **Selfcontrol** is developed in the waiting for a batting position, and **self-belief** is developed through facing the bowler.	**Athletics (throwing, jumping, running)** Positive encouragement from peers in the individual nature of athletics develops **self-belief**. Relay techniques help develop **communication skills.**
Computing	**Video Editing** **Fostering communication skills, resilience** and **self-belief** by creating, saving and editing images, and video and adding sounds and effects to create short videos. Developing **independence** and **self-expression** when learning to understand that not everybody's work will be the same. **Online safety** Rules of online platforms	**Data handling: Comparison Cards Database** Developing **creativity** and **communication skills** by developing the ideas of sorting and filtering and learning the meanings of records, fields and data.

Science	**Plants** We shall **Encourage Enquiry** and **Develop Independence** as we 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. Children will be encouraged to choose how to record their results and findings, helping to **Encourage SelfExpression.**	**Plants** We shall **Encourage Enquiry** and **Develop Independence** as we 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. Children will be encouraged to choose how to record their results and findings, helping to **Encourage SelfExpression.**

Music	**Singing** We will **encourage self-expression, self-belief** and **resilience** as the children will learn to sing in together, keeping to the beat and rhythm. Children will learn the words to several songs and we shall **foster creativity** by learning how to perform in front of a small audience.	**Singing** We will **encourage self-expression, self-belief** and **resilience** as the children will learn to sing in together, keeping to the beat and rhythm. Children will learn the words to several songs and we shall **foster creativity** by learning how to perform in front of a small audience.
Languages	**French** Children will learn adjectives of colour and size while describing shapes. They will learn the position of adjectives relative to the noun. Learning a language will help children to **foster communication skills, encourage self-expression, self-belief** and **enquiry** as we learn a new skill together. Children will develop their understanding of **diversity** through their studies of another language and culture.	**French** Children will continue to use adjectives of colour and size developing confidence through games and art. They will learn the position of adjectives relative to the noun. Learning a language will help children to **foster communication skills, encourage selfexpression, self-belief** and **enquiry** as we learn a new skill together. Children will develop their understanding of **diversity** through their studies of another language and culture.

PSHE	**Keeping safe out and about** We shall **Foster Communication Skills** as we share our thoughts and ideas, working through a series of activities that **Encourage Self-Belief** and **Encourage Self-Expression.** Children will **understand diversity** as they listen to the ideas of others thoughts and feelings. This unit teaches pupils to identify risk and keep safe in the sun, as well as around railways and water.	**Looking out for each Other** We shall **Foster Communication Skills** as we share our thoughts and ideas, working through a series of activities that **Encourage Self-Belief** and **Encourage Self-Expression.** Children will **understand diversity** as they listen to the ideas of others thoughts and feelings. This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Art and Design	**Sculpture and 3D- Abstract shape and space** Children develop **self-expression** and **creativity** produce a finished piece, showing **resilience** when joining 2D shapes to make 3D form. Children will add surface detail to a sculpture with colour or texture and develop **self-belief** by commenting on own choices.	
Design Technology		**Eating seasonally** Using their **enquiry** skills, children will learn about different fruits and learn about when and why they are grown in different places and seasons. They will develop **independence** and **self-belief** as they follow a recipe for a tart made from seasonal foods.

Topic Based Learning (History and Geography)	**Food miles and Fairtrade (Geography)** Using the food we eat for the basis of our **enquiry** we will explore where food comes from. Looking at different countries, climates and farming methods will help develop our **understanding of diversity**. Children will work with maps and globes to locate continents, oceans and countries. **Communication** and **self-expression** will be developed through group presentations about Fairtrade.	**Ancient Egypt (History)** Learning about **diversity** through life in a different era and its impact on the world that we live in today. **Encouraging enquiry skills** when looking at historical sources and **independence** in their thinking.