



Hildenborough CE Primary School



Year 3 Curriculum Overview 2026-27

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Passport of Experiences	- Learn to play a card game - First Aid	- Create a print - Learn about an artist	- Make a canopic jar - Dress as an Egyptian - Perform in an arena - Visit the church - Fossil casting	- Learn to sew and make an item - Learn about an artist	- Visit a museum - Create a piece of art - Take part in a sporting event	- Write a review of the year - Create a self portrait
	- Light a candle- birthday cakes - Litter Picking - Take part in philosophical discussions - Walk Molly - Develop Spirituality - Learn about an author - Visit the local library - Listen and enjoy music from a range of genres - Learn about our world/global issues - Make a link with the local community (The Oaks Nursery) - Learn about and support a charity (Fundo)					
Forest School	- Build a den - Pond Dipping - Hunt for minibeasts - Name a variety of tree					
ENGLISH	<u>P2W</u> <u>Coming to England by Floella Benjamin</u> Outcome: Recount: Write a letter in role recounting events of the story.	<u>P2W</u> <u>Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells</u> Outcome: Fiction: write a fantasy based on a fable	<u>P2W</u> <u>The Fossil Girl by Catherine Brighton</u> Outcome: Recount: write a fossil journal	<u>P2W</u> <u>The Silence Seeker by Ben Morley</u> Outcome: Fiction: rewrite the story in the third person with dialogue	<u>P2W</u> <u>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty</u> Outcome: Fiction: write an adventure story	<u>P2W</u> <u>Zeraffa Giraffa by Dianne Hofmeyr</u> Outcome: Persuasion: write a leaflet
MATHS	<u>WRM</u> - Place Value - Addition and Subtraction	<u>WRM</u> Multiplication and division	<u>WRM</u> - Multiplication and Division - Length and Perimeter	<u>WRM</u> - Fractions - Mass and capacity	<u>WRM</u> - Fractions - Money - Time	<u>WRM</u> - Shape - Statistics



Hildenborough CE Primary School



Year 3 Curriculum Overview 2026-27

RE	What is it like to follow God? <i>People of God</i>	What is important for Sikh people? <i>Sikhism</i> Christmas <i>The Jesse Tree</i>	What is the Trinity? <i>Incarnation</i> <i>Church visit</i>	How do Sikh people worship and celebrate? <i>Sikhism</i>	When Jesus left, what was the impact of Pentecost? <i>Kingdom of God</i> Finish in week 1 of term 6	Humanism <i>Who are humanists and what do they value?</i>
SCIENCE	Forces and Magnets		Rocks	Animals Including Humans	Light	Plants
COMPUTING	Online Safety		Computing Systems and Networks <i>Networks</i>		Creating Media <i>Video Trailers</i>	
HISTORY	Stone Age to the Iron Age		Ancient Egypt		Ancient Greeks	
GEOGRAPHY		Spatial Sense		Northern Europe		Volcanoes and Earthquakes
ART		Line		Still Life and Form		
DESIGN AND TECHNOLOGY			Textiles <i>Egyptian Collars</i>			Structures
MUSIC	Singing Rehearsals for Young Voices			Pentatonic melodies and composition	Traditional instruments and improvisation	
PE	Handball	Dance	Gymnastics	Hockey	Athletics (Sports day) (6 lessons across two terms) Swimming	
Spanish		Spanish greetings	Spanish numbers and ages		Where do you live in Spain?	
PSHE	My Healthy Self <i>How can I take care of my mind and body?</i>	Connecting with others <i>What helps us feel safe and included?</i>	The Online World <i>How should we communicate online?</i>	Health protection <i>How can we prevent illness and injury and respond if they happen?</i>	Citizenship <i>What rights and responsibilities do we have?</i>	
P4C	Enquiry linking to Online Safety- <i>exploring the concept of the impact of technology</i>	Enquiry linking 'Quiet Please, Owen McPhee!'-	Enquiry linking Citizenship- <i>enquiry using the 'steelometer' as a stimulus</i>	Enquiry linking to economic wellbeing- <i>exploring the concept of fairness</i>	Enquiry linking to Science- <i>linking to the topic of light</i>	Enquiry linking to Humanism-



Hildenborough CE Primary School



Year 3 Curriculum Overview 2026-27

		<i>exploring the concept of being a good listener (friendships)</i>				<i>exploring ideas around how our actions impact on others</i>
--	--	---	--	--	--	--