



# YEAR 3 – SPRING TERM 2026

## Cultural Capital

- Broader understanding of the world.
  - Vocabulary
  - Cultural experiences
  - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

## Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

## Golden Threads



- Sustainability
- Diversity
- Religion

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

**Reading:** we will continue to read a wide variety of texts in reading fluency lessons (building on decoding, speed, fluency, expression and comprehension skills), in our English lessons, through our class novel and across the curriculum.

**Writing:** In writing we are working on creating our own version of the humorous narrative story The Incredible Book eating Boy. We will also write an adventure story where we travel back in time to the Stone Age, based on the book Stone Age Boy by Satoshi Kitamura. We will include a wide range of grammar including alliteration, similes, inverted commas and conjunctions. We will continue to practise writing complex sentences and carefully selected vocabulary, particularly precise verbs, adverbs and adjectives.

We will be learning about the prehistoric site, Skara Brae, through writing a holiday brochure in a persuasive style. We will continue to learn how to use titles and subheadings as organisational devices that shape our writing.

**Spellings** In spelling we will be looking at a range of different spelling patterns and rules including continuing to learn 3 /4 common exception words. Some of the spelling patterns include: 'tion' words, homophones, prefixes, suffixes and plurals.

*Broader understanding of the world by learning about how people lived in the past and learning about diets and healthy eating through texts studied. Learning about communities from the past and how that influences how we live today.*



## Multiplication and Division

- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply and divide 2-digit number by a 1-digit number – with and without exchange/remainders
- Scaling

## Length and Perimeter

- Measure in metres and centimetres
- Measure in millimetres
- Measure in centimetres and millimetres
- Metres, centimetres and millimetres
- Equivalent lengths
- Equivalent lengths
- Compare lengths
- Add and subtract lengths
- Measure perimeter

## Mass and capacity

- Use scales
- Measure mass in grams and kilograms
- Equivalent masses Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres and litres.
- Compare capacity and volume.
- Add and subtract capacity and volume.

## Fractions

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models



*Personal skills- Relating maths to real life mathematical scenarios.*

## SCIENCE

**Forces and Magnets-** We will explore surfaces and frictions, experiment with magnets and create a game using magnets.

**Materials-** We will continue to learn about rock types and soils and explore these through working scientifically.

**Plants-** We will experiment with different growing conditions and explore how water is transported in plants.

**Light-** We will explore light safety, how shadows are formed and how the change throughout the day.



*Broader understanding of the world- understanding how forces, plants and materials work that we are surrounded by everyday.*

## RE

In RE, we will be exploring key figures from the Bible who represent the 'People of God.' We will be reading stories about Noah and Abraham and exploring their relationship with God. Children will explore the meaning of the word 'promise' and the types of promises that Christians make within their faith today.



Pupils will explore this concept through written work, art and drama. The children will explore the miracles performed by Jesus using the bible to create a class miracle board. They will learn about the significance of the cross and how it is presented in many forms to represent Jesus.

The children will write their own tea spoon prayers for the mother's day service. They will learn about the story of Easter and empathise with key biblical figures through hot seating and drama activities.



*Religion, Christianity links to the old testament (Spring 1) New testament (Spring 2)*



*Mutual respect and tolerance of other faiths and religions,*

## PSHE

### Keeping Myself Safe

The children will be identifying danger and risks and difference between the two.

We will be exploring the risks of smoking and alcohol and the fact that medicines are drugs and can help or harm. We will make links to computing, exploring E-safety and how to stay safe and make good decisions when using technology.

Pupils will look at ways to stay safe and healthy and identify people who help them to do this.

### Rights and Responsibilities

They will evaluate and explain ways to look after the school environment and make links to school council, suggesting ways to improve our own school environment. Pupils will discuss ways in which they can spend and save money and learn about the importance of money. They will learn about how jobs pay an income, which is dependent upon skills, training and experience.

*In PSHE we strive to have broader understanding of the world, Vocabulary, cultural experiences and gain personal skills*

*We gain knowledge of democracy, rule of Law, Individual liberty, tolerance of different faiths and beliefs and a shared mutual respect.*

- *Diversity- to understand difference and similarities.*



## ART

### Cloth, Thread, Paint

Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.  
Artists: Alice Kettle, Hannah Rae



*knowledge, experiences, thoughts and opinions of artists work and then their own finished art work.*

## DT

Structures- Design, make and evaluate a desk tidy for themselves to keep their school equipment tidy. Investigate shell structures including packaging looking at the purpose and material  
*Sustainability – reuse packaging.*



## Modern Foreign languages

Learning the days of the week and months of the year.  
Learn greetings and numbers to 30.  
Learn how to say and ask about birthdays and how to write the date.



*Intercultural understanding – learning about Spanish culture.*



*Vocabulary associated with clothes and Easter*



## HISTORY

What changed from Stone Age to Iron Age or when would you prefer to live: Stone Age, Bronze Age or Iron Age?

- Understand that the old stone age is misrepresented
- Compare different periods of time using evidence
- Use evidence to say how people lived during the Stone Age
  - Explain why people lived as hunter gatherers
    - Identify what life was like
  - Compare Palaeolithic, Mesolithic and Neolithic ages
    - Explain why archaeology is important
- Realise that our understanding is changing as new archaeological evidence is found.
- Use artefacts to understand how people lived
- Use artefacts to explain what the Bronze Age was
- Explain how settlements and the landscape had changed by the Iron Age
- Explain why our understanding of prehistory is constantly changing due to archaeological evidence
- Think critically, weigh evidence and develop my own perspective and judgement on pre history



*Sustainability in terms of how life has changed over time*



*Broader understanding of the world- history*

## COMPUTING

### Programming A

This unit explores the concept of sequencing in programming through Scratch. The final project is to make a representation of a piano  
*Personal Skills, life skills of using a computer.*



## MUSIC

We will be teaching the basics of learning the recorder. They will begin to deal with the concept of pitch and duration notation, improvisation and composition.

## PE

### Ball Skills

During ball skills, children will develop a variety of ball skills. They will develop dribbling and catching skills.

### Dodgeball

Children will learn the skills needed to play dodgeball  
Gymnastics  
In gymnastics, children will develop balancing, rolling, and jumping skills. They will combine these to create sequences.

### Rounders

Children will learn the rules and skills needed to play dodgeball.

