



# Curriculum Map

## Year 3 Summer Term 2025

<p style="text-align: center;"><b>English</b></p> <p><b>Texts we will be using:</b> The Mysteries of Harris Burdick by Chris Van Allsberg, Jim, A Cautionary Tale by Hilaire Belloc and The Day I Swapped my Dad for Two Goldfish by Neil Gaiman.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore the main characters and settings.</li> <li>They will focus on mystery stories and will write diary entries, descriptions and narratives.</li> <li>Children will read and perform a narrative poem.</li> </ul> <p><b>Class reader(s):</b> A selection of high quality picture books</p> <p><b>Key Vocabulary:</b> mystery, suspense, similes, metaphor, conjunctions, poetry, rhyme, couplets</p> <p><b>At home you can:</b> Hear your child read/read to them x 5 per week. Practise spellings</p>		<p style="text-align: center;"><b>Maths</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Fractions - adding, subtracting and finding fractions of amounts and sets of objects</li> <li>Money - adding, subtracting and finding change</li> <li>Time - Roman Numerals to 12 and look at time to 5 minute and 1 minute intervals</li> <li>Shape - describe the size of a turn and understand greater angles as having made a greater turn. Measuring and drawing accurately.</li> <li>Statistics – interpreting data in different forms</li> </ul> <p><b>Key Vocabulary:</b> Fractions, Roman Numerals, minutes, right angles, accurately</p> <p>At home you can: Practise 3s, 4s and 8 times tables</p>	
<p style="text-align: center;"><b>Science</b></p> <p><b>Key Learning:</b> Plants, forces, magnets and biodiversity</p> <ul style="list-style-type: none"> <li>Plants – To understand the parts of a plant, their seeds, how they grow and the life cycle of a plant.</li> <li>Forces – To understand friction and investigate a friction experiment</li> <li>Magnets – To understand magnetic and non-magnetic materials as well as understand south and north poles of a magnet.</li> <li>Biodiversity – To understand what biodiversity is.</li> </ul> <p><b>Key Vocabulary:</b> pollination, function, friction, investigate, magnetic, non-magnetic, north pole, south pole, biodiversity.</p>	<p style="text-align: center;"><b>PSHE</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li><b>Valued</b> – In Summer 1, children will learn to recognise respectful behaviour, self-respect; courtesy and politeness</li> <li><b>Empathetic</b> – In Summer 2, children will understand personal boundaries and the impact of hurtful behaviour. They will learn about their personal strengths and achievements and how to re-frame their setbacks.</li> </ul> <p><b>Key Vocabulary:</b> unique, individual, contributions, society, interests, inclusion, equality, identity, fair, different, strengths, discrimination, inclusivity, fairness</p>	<p style="text-align: center;"><b>Computing</b></p> <p><b>In Computing we are looking at branching databases and events and actions in programs</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>To sort objects using just YES/NO questions, complete a branching database and to create a branching database of the children's choice.</li> <li>To explain how a sprite moves in an existing project, to adapt a program, to develop my program by adding features, to identify and fix bugs in a program, to design and create a maze-based challenge.</li> </ul> <p><b>Key Vocabulary:</b> Binary tree, database, branching database, data, debugging</p>	
<p style="text-align: center;"><b>Art</b></p> <p><b>Key Learning: Prehistoric Painting</b></p> <ul style="list-style-type: none"> <li>Apply an understanding of prehistoric man-made art.</li> <li>Understand and use scale to enlarge drawings in a different medium.</li> <li>Explore how natural products produce pigments to make different colours.</li> <li>Select and apply a range of painting techniques.</li> <li>Apply painting skills when creating a collaborative artwork.</li> </ul> <p><b>Key Vocabulary:</b> charcoal, drawing medium, pigment, prehistoric, proportion, scale up, smudging, Stone Age</p>	<p style="text-align: center;"><b>Design Technology</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Define a mechanism.</li> <li>Describe how a pneumatic system works.</li> <li>Develop design criteria from a design brief.</li> <li>Build secure housing for a pneumatic system.</li> <li>Evaluate how well the design, materials and equipment help to achieve the design brief.</li> </ul> <p><b>Key Vocabulary:</b> Diagram, evaluate, feedback, housing, linkage, mechanical system, mechanism, pivot, pneumatic system, thumbnail sketch</p>	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>'Je peux' – Pupils will remember and recall from memory 10 action verbs in French and put them into positive and negative sentences.</li> <li>'Les instruments' – Pupils will be able to name and recognise 10 instruments in French and learn how to say 'I play an instrument'</li> </ul> <p><b>Key Vocabulary:</b> je peux, danser, nager, je joue, la trompette</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Key Learning: How and Why is My Local Area Changing?</b></p> <ul style="list-style-type: none"> <li>How do places change? Natural and Man-made</li> <li>How has Redbourn changed?</li> <li>Why do places/environments change?</li> <li>Observe and record changes</li> <li>Using satellites to inform us about changes.</li> </ul> <p><b>Key Vocabulary:</b> environment, local, man-made, natural, positive, negative, changes</p>
<p style="text-align: center;"><b>History</b></p> <p><b>Key Learning:</b> In History will be looking at The Iron Age</p> <ul style="list-style-type: none"> <li>Iron Age hill forts</li> <li>What life was like in the Iron Age</li> <li>What stater were and how Iron Age people used them</li> <li>Why so many Iron Age artefacts were found underwater</li> </ul> <p><b>Key Vocabulary:</b> hectare, constructed, remains, decomposed, archaeologist, evidence, protection, reconstruction, rampart, plateau, maze, tribe, stater</p>	<p style="text-align: center;"><b>Music</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn how to hold and play a recorder correctly and learn notes B, A and G to play a tune following notation.</li> <li>Children will create and copy short rhythmic patterns.</li> <li>Children will learn how to play a steady rhythm to perform a song</li> </ul> <p><b>Key Vocabulary:</b> recorder, pulse, rhythm, duet, improvise, composing, treble-clef</p>	<p style="text-align: center;"><b>PE</b></p> <p><b>Key Learning:</b></p> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Controlling an implement</li> <li>Understanding attacking principles in a net sport</li> </ul> <p><b>Golf</b></p> <ul style="list-style-type: none"> <li>Grip and aim.</li> <li>Striking and controlling with accuracy.</li> </ul> <p><b>Key Vocabulary:</b> accuracy, forehand, backhand, serve, strike, control</p>	<p style="text-align: center;"><b>Religious Education</b></p> <p><b>Key Learning:</b> Hinduism - How can Brahman be everywhere and in everything?</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> <li>What do Hindus believe?</li> <li>Hindu gods and goddesses</li> <li>Deities in Hinduism</li> </ul> <p><b>Key Vocabulary:</b> Hinduism, deities, gods, goddesses, River Ganges</p>