


St James' CE Primary School Lower Darwen
Year 3 Overview
2025– 2026

	Autumn 1: 8 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 5 weeks	Summer 1: 5 weeks & 4 days	Summer 2: 6 weeks & 1 day
English- Text	The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose (Fiction)	Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Writing Outcome & Writing Purpose (Non-Fiction)	Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Further Independent Writing	Science – Poems with structure		History – Recount (Bronze Age Diary)		R.E. – Explanation (World Faiths)	
Guided Reading	Novel Study: <u>George's Marvellous Medicine</u>	Shorter Texts	Novel Study: <u>Anisha, Accidental Detective</u>	Shorter Texts	Novel Study: <u>Breakfast Club Adventures</u>	Shorter Texts
Oracy Outcomes	Geography: <u>Class Assembly Who lives in Antarctica?</u> Audience: whole school/parents/governors	Teach oracy skills	Teach oracy skills	MFL: Role play Audience: Own class	Teach oracy skills	English: Dragon's Den pitch Inventing a new basket Audience: Year 4 class

Spelling	<ol style="list-style-type: none"> -le at the end of words -el after m, n, r, s, v, w and often after s -al (adjectives) Use prefixes -dis, -mis, -re and understand how to add them. Use suffixes -ly, -ous and understand how to add them Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Words ending -il Words ending -tion Z sound spelt s Homophones and near homophones Spell words containing ou, e.g. young, touch, double Spell words with endings -sure, e.g. treasure, pleasure Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -es to nouns ending in a -y Plural of words ending -ey, add -s Spell words ending -ture, e.g. creature, furniture Spell words containing ei, e.g. vein, weigh Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Contractions Possessive apostrophe Adding -ed, -ing, -er and -est to words ending in -y with a consonant before it Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -ed, -ing, -er, -est and -y to words ending in -e with a consonant before it Adding -est and -y to words ending in -e with a consonant before it Identify and spell irregular plurals, e.g. goose/geese, woman/women, potato /es Year 3 word list Consolidate and review 	<ol style="list-style-type: none"> Adding -ed, -ing to words of one syllable ending in a single letter consonant after a single vowel Adding -er, -est and -y to words of one syllable ending in a single letter consonant after a single vowel Homophones and near homophones Suffixes -ment, -ness, -ful, -less and -ly Year 3 word list Consolidate and review
Grammar	<ol style="list-style-type: none"> Ready to Write Determiners Conjunctions 		<ol style="list-style-type: none"> Adverbs Prepositions Speech Tenses 		<ol style="list-style-type: none"> Nouns Paragraphs Word Families Prefixes 	

Mathematics	Number – place value 3 weeks		Measurement – length & perimeter 3 weeks		Measurement – money 2 weeks	
	Number - addition & subtraction 5 weeks		Number – fractions 3 weeks		Measurement – time 3 weeks	
	Number – multiplication & division 4 weeks		Measurement – mass & capacity 3 weeks		Geometry – shape 2 weeks	
	Number – multiplication & Division 2 weeks		Number – fractions 2 weeks		Statistics 2 weeks	
	Number – multiplication & Division 1 week				Consolidation 1 week	
Mastering number	Weeks 1-6 Weeks 7-11		Weeks 12-16 Weeks 17-21		Weeks 22-26 Weeks 27-31	
Science	Working Scientifically / Enquiry					
	Scientific Enquiry (6 lessons)	Rocks (6 lessons)	Animals including Humans (6 lessons)	Light (6 lessons)	Plants (6 lessons)	Forces and Magnets (6 lessons)
RE	3.6 Harvest (3 + 2 World Faiths - Hinduism) S5 Christian Art (4) 3.2 Christmas (5)		3.1 Called by God (7) 3.4 Easter (5)		3.5 Rules for Living (6 + 6 World Faiths - Buddhism/ Islam/ Sikhism)	
PSHE	Me and my relationships Includes feelings, emotions, conflict, resolution and friendship	Valuing differences Includes British Values focus	Keeping myself safe Includes aspects of safe internet use, drugs and relationships education	Rights and respect Includes money/living in the wider world/environment	Being my best Includes keeping healthy/Growth Mindset/goal setting/achievement	Growing and changing Includes RSE-related issues.

	<ol style="list-style-type: none"> 1. <u>As a rule</u> 2. <u>Looking after our special people</u> 3. <u>How can we solve this problem?</u> 4. <u>Friends are special</u> 5. <u>Thunks</u> 6. <u>Dan's dare</u> 7. KAPOW: Discover - Practice makes progress 8. KAPOW: Connect - Shared interests 	<ol style="list-style-type: none"> 1. <u>Respect and challenge</u> 2. <u>Family and friends</u> 3. <u>My community</u> 4. <u>Our friends and neighbours</u> 5. <u>Let's celebrate our differences</u> 6. <u>Zeb</u> 7. KAPOW: Give - Appreciation 	<ol style="list-style-type: none"> 1. <u>Safe or unsafe?</u> 2. <u>Danger or risk?</u> 3. <u>The Risk robot</u> 4. <u>Super Searcher</u> 5. <u>Help or harm?</u> 6. <u>Alcohol and cigarettes: the facts</u> 	<ol style="list-style-type: none"> 1. <u>Helping each other to stay safe</u> 2. <u>Our helpful volunteers</u> 3. <u>Can Harold afford it?</u> 4. <u>Earning money</u> 5. <u>Harold's Environment project</u> <p>(Sustainability focus)</p>	<ol style="list-style-type: none"> 1. <u>Derek cooks dinner! (healthy eating)</u> 2. <u>Poorly Harold</u> 3. <u>Body team work</u> 4. <u>For or against?</u> 5. <u>I am fantastic!</u> 6. <u>Top talents</u> 	<ol style="list-style-type: none"> 1. <u>Relationship tree</u> 2. <u>Body space</u> 3. <u>None of your business!</u> 4. <u>Secret or surprise?</u> 5. <u>My changing body</u> 6. <u>Basic first aid</u>
Art and Design		Drawing: Growing Artists		Craft & Design: Ancient Egyptian Scrolls		Sculpture & 3D: Abstract Shape and Space
Computing	Email (6 weeks) (Digital Literacy)	Route Planners (5 weeks) (Computer Science)	Spreadsheets (6 weeks) (Information Technology)	Branching Databases (4 weeks) (Information Technology)	Coding (6 weeks) (Computer Science)	Presenting Ideas (Microsoft & Google) (4 weeks) (Information Technology) Touch Typing (2 weeks) (Information Technology)
<i>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World</i>						
Design and Technology	Cooking & Nutrition: Eating Seasonally		Digital World: Wearable Technology		Structures: Constructing a castle	
Geography	<u>Who lives in Antarctica?</u> <u>(Autumn 1)</u> What is climate? Where is Antarctica?		<u>Why do people live near Volcanoes?</u> <u>(Spring 1)</u> How is the Earth constructed? Where are the mountains found? Why and where do we get volcanoes?		<u>Are all settlements the same?</u> <u>(Summer 1)</u> What is a settlement? How is land used in my local area?	

	<p>Who lives in Antarctica?</p> <p>Who was Shackleton?</p> <p>Can we plan an expedition around school?</p> <p>How did our expedition go?</p> <p>How can we use plastic more sustainably? (Sustainability focus lesson)</p>	<p>What are the effects of a volcanic eruption?</p> <p>What are earthquakes and where do we get them?</p> <p>Where have the rocks around school come from?</p>	<p>Can I explain the location of features in my local area?</p> <p>How has my local area changed over time?</p> <p>How is land used in New Delhi?</p> <p>How does land use in New Delhi compare with my local area?</p> <p>Fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies.</p>	
History	<p>Would you have preferred to live in the Stone Age, Bronze Age or Iron Age? <u>(Autumn 2)</u></p> <p>How long ago did prehistoric man live?</p> <p>What does Sakra Brae tell us about life in the past?</p> <p>Who was this Bronze Age?</p> <p>What was the impact of bronze in prehistoric Britain?</p> <p>How did trade change lives in Iron Age Britain?</p> <p>What changed between the Stone Age and Iron Age?</p>	<p>Why did the Romans invade and settle in Britain? <u>(Spring 2)</u></p> <p>What was it like to live in Ancient Rome?</p> <p>Why did the Romans invade and settle in Britain?</p> <p>How did Britons respond to the Roman invasion?</p> <p>Why was the Roman army so successful?</p> <p>What do artefacts suggest about the lives of Roman soldiers in Britain?</p> <p>What was the legacy of the Roman Empire in Britain?</p>	<p>What was important to ancient Egyptians? <u>(Summer 2)</u></p> <p>Where and when did the first civilizations appear?</p> <p>Why was the River Nile so important to ancient Egyptians?</p> <p>How do we know so much about ancient Egyptians?</p> <p>What do sources suggest about religious beliefs in ancient Egypt?</p> <p>What did people in Ancient Egypt believe happened after death?</p> <p>Who ruled Ancient Egypt and what happened to them when they died?</p>	
Music	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies & Composition (Theme: Chinese New Year)	Traditional instruments & improvisation (Theme: India)
MFL (French)	Greetings	French adjectives	In a French Classroom	French Transport

			French Playground Games			The Circle of Life in French
P.E.	Fundamentals Y3/4	Dodgeball	Hockey	Golf	OAA	Rounders
	Yoga	Swimming	Dance	Basketball	Ball Skills Y3/4	Athletics