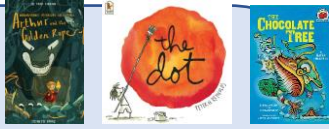


## English Reading:



### **Focus books this term:**

Arthur and Golden Rope – Joe Todd Stanton  
The Dot – Peter H Reynolds  
The Chocolate Tree – Linda Lowery and Richard Keep  
Home Sweet Home

### **English Reading**

As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (**V**ocabulary, **I**nfERENCE, **P**rediction, **E**xplanation, **R**etrieval and **S**ummary) in our Guided Reading and English lessons. This term we will be specifically working on:

- Regularly reading a range of fiction from a wide range of authors with main characters that are from different eras of history, are of different genders and cultural backgrounds.
- We will be continuing to read a range of non-fiction texts, reference books and textbooks linked to our block foundation subject learning to develop knowledge.
- We will have a particular focus on unpicking vocabulary where we will be encouraging active reading strategies to decipher meaning from the text.

### **English Writing:**

Over the term we will be looking at a variety of different text types as models for our own writing. We will be writing for a range of different purposes including to entertain and to inform with a variety of different audiences in mind. We will be working on understanding the writing process:

- **Launch** - we will start each new text by immersing ourselves into a new culture or era of time.
- **Explore** - we then look at the text in more detail to help us understand and by learning any spelling, punctuation or grammar knowledge.
- **Plan** - we will then plan our piece of writing with the audience in mind to effectively use the structural and language features of different text types.
- **Write** - we will use other similar writing as models for our own while using joined handwriting.
- **Improve** - we will proofread our work to ensure accuracy and excellent attention to detail.
- **Present** – lastly, to give our writing purpose, we will present our writing.



Our vision is simple: **LOVE, LEARN, SHINE**

*"The light shines in the darkness and the darkness has never put it out"*  
(John 1.5)



## Year 3 Curriculum Learning Overview – Summer 2026

### **Enrichment Opportunities:**

Harrogate Library Visits  
York Railway Museum

## How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (please record when your child reads with you in their new Reading Record)
- Support your child to read up on our topics e.g. History, Geography and Science, as this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home.
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework.

## History:

This term in History, we are learning about the Maya Civilisation. We will be investigating these key areas:

- Who were the Maya?
- Why were Maya cities significant?
- Who discovered their cities and what can we learn from them that help us to interpret the past?
- Know that the Maya civilisation built cities, pyramids and ornate sculptures in the rainforest
- Know that a civilisation is a human society with well-developed rules and government, often where technology and the arts are considered important
- Know that the Maya Civilisation was from 2,000 BC – 1,500 AD
- Know why the Maya had to move their cities from the rainforest

## Maths:

We will be mastering the following in maths:

Summer 1:

- Column Subtraction.
- Unit Fractions
- Non-unit fractions

Summer 2:

- Non-unit fractions
- Parallel and perpendicular sides in polygons
- Time

## Mastering number:

As a school, we are fortunate enough to be participating in a scheme from the NCETM called 'Mastering Number'. The aim of this scheme is that over time, children will have fluency in calculations, a confidence and a flexibility with number. The focus over the course of the year will be subitising, cardinality, ordinality, counting, composition, comparison and number facts

**We will also focus on consolidating times tables knowledge and number facts recall.**

**We will consolidate our learnt facts of 10's, 5's and 2's.**

**Then we will start learning multiplication and division facts of 4, then we will move onto looking at multiplication and division facts of 3.**

## Religious Education:

In RE lessons, each unit explores a big question that we unpick as a class throughout each half term. This term, we will be reflecting and focusing our learning on the following two big questions:

1. What do Christians learn from the creation story?
2. How and why do people try to make the world a better place?

## Music:

This term we will be studying Jazz. The children will be learning to:

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

## Art: Painting and drawing – watercolour Claude Monet and Hokusai

In this unit we will:

- Draw different textures of water using line and tone
- Use Hokusai's The Great Wave as inspiration to draw a variety of different waves using different pencils to show line, tone and texture
- Use wet on wet and dry on wet techniques when creating a piece of watercolour art
- Gradate watercolour using tone and tint to produce a background before adding detail

## PSHCE (Personal, Social, Health and Citizenship Education):

**Summer term 1:**

**THEMES: Living in the wider world**

**Unit: What makes a community?**

In this unit, we will look at:

- Personal Identity
- British values

**Summer Term 2:**

**THEMES: Living in the wider world**

**Unit: What keeps us safe?**

In this unit, we will look at:

- Calling 999
- Medicine

## Physical Education:

We are extremely lucky to have Mr Osburn from Sporting Influence teaching Owls on a Wednesday this year. Our other session of the week will happen on a Tuesday.

This term we will be learning:

- **Tennis**
- **Basketball**
- **Athletics**
- **Rounders**

## Science:

**Plants:**

In this unit, we will be exploring all about:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within in plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Animals including humans:**

In this unit, we will be exploring all about:

- Identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

## Geography:

In this unit, we will be learning about Climate zones: what are they and why do they matter? This will cover:

- Introducing climate
- Using lines of latitude to locate the main climate zones
- Climate data and patterns
- The differences between climate zones and biomes
- Adaptations of animals and plants in different biomes
- Climate change

## French:

In Year 3 the children start learning French. In these lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons are accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.

## Computer Science: Online safety and Scratch programming

By the end of this unit we will be able to:

- Identify Scratch as a coding application and explore its different code blocks.
- Make predictions about what code blocks will do and test these ideas.
- Create a simple animation by combining motion, speech and wait blocks.
- Plan how to remix an existing animation by choosing which parts to change.
- Alter and remix code to create a new version of an animation.
- Test and debug animations to fix problems and improve the code.
- Reflect on the changes made, explaining what worked well and what could be improved.