



Barnfields Primary School

Year 3

**Curriculum Outline  
2025-2026**

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Yr3 National Curriculum	<p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. using dictionaries to check the meaning of words that they have read</li> <li>. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>. identifying themes and conventions in a wide range of books</li> <li>. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>. discussing words and phrases that capture the reader's interest and imagination</li> <li>. recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>. asking questions to improve their understanding of a text</li> <li>. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>. predicting what might happen from details stated and implied</li> <li>. identifying main ideas drawn from more than one paragraph and summarising these</li> <li>. identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> </ul> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

<p>Reading Texts</p>						
<p>Writing Texts</p>						
<p>Writing Yr3 Writing Curriculum</p>	<p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses simple and compound sentences that are grammatically correct and punctuated correctly.</li> <li>• Sentences with more than one clause are increasingly evident however these may remain uncontrolled.</li> <li>• Uses an increasing variety of sentence openings.</li> <li>• Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of).</li> <li>• First and third person tense are used consistently.</li> <li>• Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing.</li> <li>• Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel.</li> <li>• Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.</li> <li>• Capital letters used accurately for proper nouns.</li> <li>• Apostrophe use increasingly accurate.</li> <li>• Usually using inverted commas to punctuate direct speech.</li> <li>• Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists</li> </ul>					

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

	<p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>Plans using ideas gathered from wider reading and modelling.</li> <li>Writing demonstrates an understanding of purpose and audience.</li> <li>Main features of story structure are present – beginning, middle and clearly developed resolution.</li> <li>Usually groups similar information together (starting to use paragraphs for all forms of writing).</li> <li>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</li> <li>In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations.</li> <li>Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</li> <li>Can make simple improvements to content either within their own and others’ writing.</li> <li>Deliberate uses of adventurous word choices to add detail and engage the reader e.g. (adding adverbs to add detail to verbs, using technical language appropriate to the text type).</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe.</li> <li>Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</li> <li>The children should be using a joined style of handwriting.</li> </ul>					
Audience and Purpose	<p><b>Writing to Entertain</b> The Chocolate Tree by Linda Lowery Narrative – Folktale Story</p> <p><b>Writing to Inform/Persuade</b> The Great Kapok Tree by Lynne Cherry Persuasive Letter</p>	<p><b>Writing to Entertain</b> Charlie and the Chocolate Factory by Roald Dahl Narrative</p> <p><b>Writing to Entertain</b> Clerihew Poem</p> <p><b>Writing to Inform</b> How the Grinch Stole Christmas by Dr Seuss Explanation Text</p>	<p><b>Writing to Entertain</b> Little Red by Bethan Woollvin Narrative – Fairy Tale</p> <p><b>Writing to Inform</b> The Invisible by Tom Percival Diary</p>	<p><b>Writing to Entertain</b> Stone Age Boy by Satoshi Kitamira Narrative – Portal Story</p> <p><b>Writing to Inform/Persuade</b> Skara Brae by Dawn Finch Persuasive Brochure</p>	<p><b>Writing to Entertain</b> Misadventure of Frederick by Ben Manley Narrative – Adventure Story</p> <p><b>Writing to Inform</b> Stone Age Beasts by Ben Lerwill Non-chronological report</p>	<p><b>Writing to Entertain</b> I am the Seed that Grew the Tree Seasons Poem</p> <p><b>Writing to Inform/Persuade</b> Greta Speech/Rang-Tan (Video) Speech</p>
Mathematics White Rose	Place Value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length and Perimeter Fractions A Mass and Capacity		Fractions B Money Time Shape Statistics	

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

<p>Science</p>	<p><b>Rocks and Soils</b></p> <p>Compare and group together different kinds of rocks on the basis of their simple, physical properties.</p> <p>Investigation into the rock cycle and discovering how fossils are formed.</p>	<p><b>Parts of Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>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 plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Forces and Magnets</b></p> <p>Notice that some forces need contact between two objects and some forces act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether magnets with attract or repel each other.</p> <p><b>Light</b></p> <p>To recognise that light is needed to be able to see things and that dark is the absence of light.</p> <p>To associate shadows with a light source being blocked by something and to find patterns that determine the size of shadows.</p> <p>Use shadow clocks as a starting point to learn about light and shadows</p>	<p><b>Movement and Feeding</b></p> <p>Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>
----------------	--	--	---	--

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

History	<p align="center"><b>History of the Black Country and Cadburys</b></p> <p>Children will learn about the Black Country's history, how coal mining shaped the area, the lives of people during the Industrial Revolution, the role of women and children, and how Cadbury's became successful while helping workers and the community, including during World War II.</p> <p><b>Enquiry Question:</b> How did the Industrial Revolution change life for people in the Black Country, and how did Cadbury's try to make life better?</p>	<p align="center"><b>Stone Age to Iron Age</b></p> <p>Children will learn how life changed from the Palaeolithic to Mesolithic periods, why Neolithic people began farming, different ideas about Stonehenge, the importance of Must Farm, what Julius Caesar's writings reveal about Iron Age Britain, and the biggest turning points in early British history.</p> <p><b>Enquiry Question:</b> How did life in Britain change from the beginning of the Stone Age to the arrival of the Romans, and what do you think was the most important turning point?</p>	
Geography	<p align="center"><b>Amazon Rainforest</b></p> <p>Use a range of resources to learn about the Amazon Rainforest, with a focus on biomes.</p>	<p align="center"><b>Counties of the United Kingdom</b></p> <p>An in-depth study into the counties within the United Kingdom</p>	<p align="center"><b>Settlements: Where and Why People Live</b></p> <p>A comparative study of rural, suburban and urban settlements in the United Kingdom, exploring how their location, size and function affect the way people live.</p>
Art	<p align="center"><b>Drawing</b></p> <p align="center"><b>Artist Focus:</b> Heather Hansen</p> <p>Use charcoal and pastels to create cave drawings of handprints and animals.</p>	<p align="center"><b>Painting</b></p> <p align="center"><b>Artist Focus:</b> Andy Warhol</p> <p>Create chocolate branding in the style of Pop Art</p>	<p align="center"><b>Sculpture</b></p> <p align="center"><b>Artist focus:</b> Rosie Hurley</p> <p>Creating a sculpture of an animal using plasticine, taking inspiration from literature.</p>
Design and Technology	<p align="center"><b>Structures: Shell Structures</b></p> <p>To design a chocolate packaging container to hold a piece of Christmas chocolate to give as a gift.</p>	<p align="center"><b>Food and Nutrition: Healthy and Varied Diet</b></p> <p>To make healthy banana &amp; oat mini cakes for Little Red to take to Grandma.</p>	<p align="center"><b>Textiles: 2D Shape to 3D Product</b></p> <p>To design and make a bag to keep my tuck money in.</p>

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

Computing Teach Computing	<b><u>Computer Systems and Networks</u></b> <b><u>Connecting computers</u></b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	<b><u>Creating media</u></b> <b><u>Stop-frame animation</u></b> Capturing and editing digital still images to produce a stop frame animation that tells a story	<b><u>Programming A</u></b> <b><u>Sequencing sounds</u></b> Creating sequences in a block-based programming language to make music.	<b><u>Data and information</u></b> <b><u>Branching databases</u></b> Building and using branching databases to group objects using yes/no questions.	<b><u>Creating Media</u></b> <b><u>Desktop publishing</u></b> Creating documents and modifying text, images and page layouts for a specific purpose.	<b><u>Programming B</u></b> <b><u>Events and actions in programs</u></b> Writing algorithms and programs that use a range of events to trigger sequences of actions.
MFL Language Angels	<b>Phonetics 1</b> <b>I'm learning French</b>	<b>Les Animaux (E)</b> <b>Animals</b>	<b>Je peux (E)</b> <b>I can...</b>	<b>Les Fruites (E)</b> <b>fruits</b>	<b>Les Saisons (E)</b> <b>seasons</b>	<b>Les Glaces</b> <b>Ice creams</b>
Music	<b>Let your Sprit Fly</b>  R&B	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>  Reggae	<b>The Dragon Song</b>  Folk Songs	<b>Bringing us Together</b>  Disco	<b>Reflect, rewind, replay</b>  Classical
Physical Education	<b>Invasion Games: Handball</b>  <b>Throwing and Catching under pressure</b>	<b>Invasion Games: Skittle ball</b>  <b>Passing in different sports</b>	<b>Movement off the ball</b>  <b>Dance</b>	<b>Team Games</b>  <b>Dance</b>	<b>Striking and Fielding</b>  <b>Gymnastics - Floor</b>	<b>Athletics/Sports Day</b>  <b>Gymnastic - Apparatus</b>
Relationships, Sex and Health Education Jigsaw PSHE	<b>Being Me</b>  Impact of own behaviour on friends and family	<b>Celebrating Difference</b>  Family and friendship conflicts	<b>Dreams and Goals</b>  Different ways of learning	<b>Healthy Me</b>  Knowing how to stay safe and healthy	<b>Relationships</b>  Influence of others across the world and within our lives	<b>Changing Me (Sex Education)</b>  How boys' and girls' bodies change throughout time

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

Religious Education Staffordshire Agreed Syllabus	<b>Belonging</b> Sikhi Does joining the Khalsa make a person a better Sikh?	<b>Incarnation</b> Christianity Has Christmas lost its true meaning?	<b>God the Son</b> Christianity Could Jesus heal people? Were these miracles or is there another explanation?	<b>Forgiveness</b> Christianity What is 'good' about Good Friday?	<b>Community</b> Sikhi Do Sikhs think it is important to share?	<b>Non-Religious Beliefs</b> Humanism What motivates Humanists to live a good life?
---	---	---	--	--	--	---

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*