







## Creative Curriculum Map for Year 3 2025-2026

Term	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<b>POR Texts</b>						
<b>Writing</b>	<p><b>Explanation Piece on the life of a migrant/ refugee visiting a new land/ country.</b></p> <ul style="list-style-type: none"> <li>*Demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession.</li> <li>* spell common exception words (KS1) mostly correctly.</li> <li>* Use simple conjunctions for subordination.</li> <li>* write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>* make simple additions, revisions and proof-reading corrections to their own writing.</li> <li>*use simple organisational devices (e.g. headings or sub-headings) appropriately.</li> </ul>	<p><b>Narrative Piece on a part of the book.</b></p> <ul style="list-style-type: none"> <li>*discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>*use fronted adverbials</li> <li>*use commas after fronted adverbials</li> <li>*compose and rehearse sentences orally (including dialogue)</li> <li>*discuss and record ideas</li> <li>* read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>*extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>*use and punctuate direct speech</li> <li>*assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>*peer edit, checking for punctuation errors and proposing vocabulary changes</li> </ul>	<p><b>Information text about how pebbles are formed and the processes they go through.</b></p> <ul style="list-style-type: none"> <li>*Use a range of subordinating conjunctions.</li> <li>*spell most words correctly, adding prefixes and suffixes appropriately.</li> <li>*use simple organisational devices (e.g. headings or sub-headings) appropriately.</li> <li>*use the diagonal and horizontal strokes needed to join some letters.</li> <li>*use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.</li> <li>*use adverbs to express time.</li> <li>*use prepositions to express place and time.</li> </ul>	<p><b>Narrative piece on a part of the book</b></p> <ul style="list-style-type: none"> <li>*describe settings and characters using expanded noun phrases.</li> <li>*use correct tense consistently, including the present perfect tense.</li> <li>*use the diagonal and horizontal strokes needed to join some letters.</li> <li>*use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.</li> <li>*spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).</li> </ul>	<p><b>Write 2 pieces of poetry.</b></p> <ul style="list-style-type: none"> <li>*Use a range of subordinating conjunctions.</li> <li>*describe settings and characters using expanded noun phrases.</li> <li>*use correct tense consistently, including the present perfect tense.</li> <li>*maintain Standard English forms, e.g. using <i>a/an</i> correctly.</li> <li>*use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.</li> <li>*begin to use paragraphs to structure writing.</li> </ul>	<p><b>Write a sequential adventure narrative, and explore characterisation and setting</b></p> <ul style="list-style-type: none"> <li>*describe settings and characters using expanded noun phrases.</li> <li>*use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly.</li> <li>*begin to use inverted commas to punctuate speech.</li> <li>*spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3).</li> <li>*use adverbs to express time.</li> <li>*use prepositions to express place and time.</li> </ul>
<b>Reading</b>	<p>Increase familiarity with a range of books</p> <p>Identify themes and conventions</p> <p>Show understanding through intonation, tone, volume and action;</p> <p>Discuss words and phrases that capture readers' interest and imagination;</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions.</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>listen to and discuss a wide range of fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>Understand what they read by:</p>	<p>Develop positive attitudes to reading by listening to and discussing a wide range of fiction</p> <p>Increase familiarity with a range of books</p> <p>Identify themes and conventions</p> <p>Discuss words and phrases that capture readers' interest and imagination</p> <p>Ask questions to improve understanding of the text</p>	<p>Recognise important themes in texts read;</p> <p>Prepare play scripts to read aloud;</p> <p>Show understanding through intonation, tone, volume and action;</p> <p>Discuss words and phrases that capture readers' interest and imagination;</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions;</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discussing and evaluating how authors use language, including figurative language, considering the impact</p>

		<p>listening to what others say</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predict what might happen from details stated and implied</p> <p>prepare a poem to read aloud and perform, showing understanding through intonation, tone, volume and action</p>		<p>Draw inferences and justify inferences with evidence</p> <p>Identify how language and structure contribute to meaning</p>	<p>Discuss opinions related to the themes in the text and present these as an argument</p>	<p>on the reader</p> <p>participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>providing reasoned justifications for their views</p>
<b>Oracy</b>	<p>Participate actively in discussion and debate</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Children consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Children participate in discussions and debates</p> <p>Children articulate and justify answers, arguments and opinions</p> <p>Children speak audibly and fluently with an increasing command of Standard English</p> <p>Children select and use appropriate registers for effective communication</p> <p>Children participate in discussions, role-play and improvisations</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, performances, role play, improvisations and debates</p>	<p>Participate actively in discussion and debate</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Participate actively in collaborative conversations</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Select and use appropriate registers for effective communication</p>
<b>Maths Summary</b>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Measurement: Length and Perimeter</p>	<p>Fractions</p> <p>Measurement: Mass and Capacity</p>	<p>Fractions</p> <p>Measurement: Money</p> <p>Measurement: Time</p>	<p>Measurement: Time</p> <p>Geometry: Properties of shapes</p> <p>Measurement: Statistics</p>
<b>Science topic/objectives</b>	<p><b>Light</b></p> <p><i>recognise that they need light in order to see things and that dark is the absence of light</i></p> <p><i>notice that light is reflected from surfaces</i></p> <p><i>recognise that light from the sun can be dangerous and that</i></p>	<p><b>Forces and magnets.</b></p> <p><i>compare how things move on different surfaces</i></p> <p><i>notice that some forces need contact between two objects, but magnetic forces can act at a distance</i></p> <p><i>observe how magnets attract or</i></p>	<p><b>Rocks</b></p> <p><i>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i></p> <p><i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i></p>	<p><b>Animals (including humans)</b></p> <p><i>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i></p>	<p><b>Animals (including humans)</b></p> <p><i>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i></p>	<p><b>Plants</b></p> <p><i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i></p> <p><i>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</i></p>

	<p>there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>recognise that soils are made from rocks and organic matter.</p>			<p>grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
History			Stone age/Iron age/ Romans			
Geography	Locational Knowledge Where would I holiday in Europe?	GP Is Mount Everest getting any higher?				<p>Map work – different scales</p> <p>Drawing maps to scale Why do maps look differently?</p> <p><b>Field work – trip to Skipton What is it like to live in Skipton?</b></p>
Art and design	Prehistoric Art	Developing Drawing Skills				Abstract Egyptian Scrolls
DT	Food: Eating seasonally		Digital World: Electronic Charm		Mechanical system: Making a slingshot car	
Computing E Safety throughout	 <b>iProgram</b> Developing computational thinking and programming animations with Scratch	 <b>iSimulate</b> Exploring computer simulations, investigating options and testing predictions	 <b>iNetwork</b> Exploring networks and learning how digital devices are connected together to form them	 <b>iDo WeDo</b> Programming and robotics with Scratch & LEGO™ WeDo	 <b>iData</b> Exploring databases to find information out and add records.	 <b>iPodcast</b> Creating and editing audio podcasts
PHSE	Introduction Families & Relationships	Health & Wellbeing	Safety & The Changing Body	Citizenship	Economic Wellbeing	Transition
Music	Ballads	Developing Singing Techniques Theme: Vikings	Pentatonic Theme: Chinese New Year	Ocarinas 30mins	Ocarinas 30mins	Traditional Instruments and Improvisation Theme: India
RE	CREATION (UC)  What do Christians learn from the Creation story?	SIKHISM  L2.8 What does it mean to be a Sikh in Britain today?	CHRISTIANITY-KINGDOM OF GOD UC Concept: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost?  What is it Like to Follow God?	U2.10 JUDAISM  What does it mean for a Jewish person to follow God?	CHRISTIANITY-SALVATION  UC Concept: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? Religion: Christianity	ISLAM  U2.9 What does it mean for Muslims to follow God?
PE	Football (Invasion Games)	Handball (Invasion Games)	Gymnastics	Dance	Golf (Target Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Hockey (Invasion Games)	Dodgeball (Target Games)	Cricket (Striking & Fielding Games)	Tennis (Net and Wall Games)	Basketball (Invasion Games)
Visits and Visitors	<b>Visits/ Visitors:</b> Media Museum – Science themed	<b>Visits/ Visitors:</b> Place of worship visit	<b>Visits/ Visitors:</b> Stone Age Village	<b>Visits/ Visitors:</b> Romans Visitor	<b>Visits/ Visitors:</b>	<b>Visits/ Visitors:</b> Trip to Skipton Place of worship visit

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