Cubitt Town Primary School

Curriculum Intent and Overview

Year 3

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:


Content related to families


Content related to war/conflict


Content related to Migration


Content related to discrimination



Content related to illness or death

Reading	**Shared Reading:** Daily Shared Reading sessions draw upon a range of high quality fiction and non-fiction texts, including some with direct links to the wider curriculum being studied (e.g. historical narratives, scientific texts etc). Children work on a range of comprehension and fluency skills as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure:** Teachers also read to the class daily from a variety of books including picture books, chapter books, poetry antoholgies, fairy tales and fables.					
Writing	**Core text:** Stone Age Boy (Satoshi Kitamura) **Writing outcome:** Letter **Core text:** Leon and the Place Between (Angela Mccalister) **Writing outcome:** Descriptive writing of a scene	**Core text:** Stone Age (DKfindout!) **Writing outcome:** Non-chronological report **Core text:** Hansel and Gretel (Anthony Browne) **Writing outcome:** Narrative retell	**Core text:** The Egyptian Cinderella (Shirley Climo) **Writing outcome:** Narrative **Core text:** Marcy and the Riddle of the Sphinx (Joe Todd-Stanton) **Writing outcome:** Diary entry	**Core text:** Muhammed Ali / Lewis Hamilton (Maria Isabel /Sanchez Vegara) **Writing outcome:** Biography **Core text:** A Rock is Lively (Diana Hutts Aston) **Writing outcome:** Non-chronological report	**Core text:** The Three Billy Goats Gruff (Mac Barnett) **Writing outcome:** Persuasive letter **Core text:** Mulan and other tales of heroes (Penguin readers) **Writing outcome:** Narrative with innovation	**Core text:** Lighthouse (Charlie Short and Ming Hsiung) **Writing outcome:** Narrative retell **Core text:** Let's Celebrate (poems from around the world) **Writing outcome:** Poetry
Maths	**Autumn 1** Adding and subtracting across 10 (2 weeks - revision) Composition: 100 and bridging 100 (4	**Autumn 2** Composition: 3-digit numbers (4 weeks) Measure - length, height, capacity, volume, mass (3 weeks)	**Spring 1** Right angles (2 weeks) Securing mental strategies up to 999 (4 weeks)	**Spring 2** Column addition (2 weeks) 2, 4, and 8 times tables (3 weeks)	**Summer 1** Column subtraction (2 weeks) Fraction; part-whole relationship (1 week) Unit fractions (4 weeks)	**Summer 2** Non-unit fractions (3 weeks) Adding and subtracting fractions within a whole (1 week) Parallel and

	weeks)					perpendicular sides (1 week) Time (1 week)
Science	**In Autumn Term 1, Y3 will study the topic:** Rocks This will include: compare and group together different rocks on the basis of their appearance and simple physical properties describe and explain how different rocks can be useful to us describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	**In Autumn Term 2, Y3 will study the topic:** Plants This will include: identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) explain how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**In SpringTerm 1, Y3 will study the topic:** Lights and shadows This will include: recognise that they need light in order to see things recognise that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change	**In SpringTerm 2, Y3 will study the topic:** Animals including humans This will include: explain the importance of a nutritionally balanced diet describe how nutrients, water and oxygen are transported within animals and humans identify that animals, including humans, cannot make their own food: they get nutrition from what they eat describe and explain the skeletal system of a human describe and explain the muscular system of a human	**In SummerTerm 1, Y3 will study the topic:** Magnets and forces This will include: set up a test to explore whether or not materials are attracted to a magnet observe that magnetic forces can be transmitted without direct contact observe how some magnets attract or repel each other classify which materials are attracted to magnets and which are not notice that some forces need contact between two objects, but magnetic forces can act at a distance compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet identify some magnetic materials describe magnets have having two poles (N & S) predict whether two magnets will attract or repel each other	**In Summer Term 2, Y3 will study the topic:** Changing materials This will include: sort materials in different ways sort materials by a number of different criteria suggest materials which could be used for specific jobs set up a simple test to explore the differences between materials set up a test to explore whether or not a material will float or sink

					depending on which poles are facing	
	Thinking Scientifically **In Year 3, children will be encouraged to think like scientists in a number of ways including:** • use different ideas and suggest how to find something out • make and record a prediction before testing • plan a fair test and explain why it was fair • set up a simple fair test to make comparisons? • explain why they need to collect information to answer a question • measure using different equipment and units of measure • record their observations in different ways (diagrams, charts etc) • describe what they have found using scientific language • make accurate measurements using standard unit					
History **History Progression in Skills**	**In Autumn Term, Y3 will study:** The First Humans (Stone Age to Iron Age) **Key enquiry question:** How have historians learnt about the first humans? **This area of study will revolve around the following concepts:** • Invasion and settlement • Societal change		**In Spring Term, Y3 will study:** Ancient Egypt **Key enquiry question:** What was life like in Ancient Egypt? **This area of study will revolve around the following concepts:** • Power and Empire • Technological advance 	**In Summer Term 1, Y3 will study:** The Indus Valley **Key enquiry question:** How do we know about the Indus Valley Civilisation? **This area of study will revolve around the following concepts:** • Power and Empire • Technological advance	**In Summer Term 2, Y3 will:** Conduct a Local Area Study **Key enquiry question:** Why does Brick Lane reveal about migration in Tower Hamlets? **This area of study will revolve around the following concepts:** • Societal change • Cause and consequence 
Geography **Geography progression in Skills**	**In Autumn Term, Y3 will study:** The U.K **Key enquiry question:** How do physical features affect the way		**In Spring Term, Y3 will study:** Hazardous Earth **Key enquiry question:** Where do natural hazards occur and how do	**In Summer Term, Y3 will study:** Food and Farming **Key enquiry question:** Where does our food come from?		

<table>
<tr><td></td><td>that humans use land?

This area of study will revolve around the following concepts:
● Geographical location
● Human processes</td><td>they impact humans?

This area of study will revolve around the following concepts:
- Earth Systems
- Environment and sustainability</td><td>This area of study will revolve around the following concepts:
- Environment and sustainability
- Interconnectedness</td></tr>
<tr><td>Music</td><td colspan="3">Throughout Year 3, children will learn to play the djembe with a professional djembe teacher including performing in live concerts.

Within these sessions or in additional music lessons, children will learn the following:</td></tr>
<tr><td></td><td>Singing and listening:

● Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
● Perform actions confidently and in time to a range of action songs.
● Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
● Perform as a choir in school assemblies.</td><td>Listening:

● Think about what the words of a song mean.
Take it in turn to discuss how the song makes them feel.
● Listen carefully and respectfully to other people’s thoughts about the music.
● Understand that music comes in different forms (from different cultures) and has changed over time.</td><td>Composing:

● Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
● Compose song accompaniments on untuned percussion using known rhythms and note values.</td><td>Improvising:

● Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.
● Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</td></tr>
<tr><td>DT</td><td>In Autumn Term, Y3 will study:
Textiles</td><td>In Spring Term, Y3 will study:
Mechanical construction and materials</td><td>In Summer Term, Y3 will study:
Cooking and nutrition</td></tr>
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	Year 3 will create a class cave hanging, with individual sewed badges. They will: ● Plan the order of their work before starting ● Select tools and techniques for making their product ● Measure, tape or pin, cut and join fabric with some accuracy ● Evaluate their product against original design criteria e.g. how well it meets its intended purpose ●	Year 3 will create their own bridges for a set purpose. They will: ● Select the most appropriate materials ● Work accurately to make cuts and holes ● Join materials ● Evaluate effectiveness	Y3 will design and make an energy bar with the purpose of helping people who have been involved in natural disasters. They will: ● choose the right ingredients for a product ● Say what to do to be hygienic and safe in preparing food ● Use equipment safely ● Make sure that my product looks attractive ● Describe how my combined ingredients come together
Art	**Across our school we utilise the Access Art scheme, and children will take part in three distinct art projects each year** **Art Overview 23-24 KEY STAGE 1 & 2**		
	In Autumn Term, Y3 will study: Charcoal Drawing ● explore shading, using different media to achieve a range of light and dark tones, black to white ● draw familiar things from different viewpoints and combines images to make new images ● use drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints ● draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency	In Spring Term, Y3 will study: Cloth and thread painting ● introduce different types of brushes for specific purposes ● explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting ● mix and use primary and secondary colours with the addition of black and white and other hues ● investigate, experiment, mix and apply colour to represent real life, ideas and moods ● to develop further colouring mixing skills ● to be aware of the different types of paints and their different purposes	In Summer Term, Y3 will study: Animated drawings ● plan, develop and make sculptures from observational drawings ● design and make a 3D form as a maquetté , consider form / function ● develop understanding of how sculptures use materials and use appropriate language to describe materials Artist Focus: Lauren Child; Steve Kirby; Andrew Fox; Lucinda Schreiber

	• use a visual journal/ sketchbook to support the development of a design over several stages • use a viewfinder to select a view and visual clues in an image, then record what is in the frame Artist Focus: Heather Hansen; Laura Mckendry; Edgar Degas	Artist Focus: Alice Kettle; Hannah Rae	
RE	**Over the course of Year 3, children will study Christianity, Hinduism, Islam and Judaism. In weekly lessons, their learning will follow the Tower Hamlets Agreed Syllabus, and address the following enquiry questions:** What do different people believe about God? Why is the Bible so important for Christians today? What can we learn from religions about deciding right and wrong? Why are festivals important to religious communities? Why do people pray? **TH Agreed syllabus: https://www.the-partnership.org.uk/religion-resources#2342**		
PE	**In Autumn Term, Y3 will study:** Gymnastics – Symmetry and asymmetry • Can pupils execute their movements and balances at an excellent standard? • Can pupils move symmetrically? • Can pupils move with a silent body demonstrating control? • Can pupils apply extension? • Can pupils balance symmetrically? • Can pupils execute these balances in pairs? • Is there evidence of 'interesting' balances? (Different levels and different connection points)	**In Spring Term, Y3 will study:** Dance – Wild Animals • Do pupils stay in character as their wild animal? • Can pupils move with expression? • Do pupils respond to the music with appropriate actions? • Is there evidence of creativity and do movements interconnect? • Can pupils add three movements together make them big and clear? • Can pupils consistently include flow in their movements? • Are pupils collaborating effectively with their partners?	**In Summer Term, Y3 will study:** Tennis - Net/Wall • Are pupils ready to return the ball to win a point? • Do pupils always return (recover) to the correct court position and are they ready to return the ball after every shot? • Are pupils able to make contact with the ball after one bounce? • Can pupils return the ball back over the net to their opponent's side of the court? • Do pupils demonstrate physically and cognitively that they understand how to beat an opponent? • Can pupils hit the ball over the net and land the ball, 'in' on the other side of the court consistently? • Do pupils aim for space showing accuracy and control? • Can pupils apply accurate forehand and backhand

	● Do pupils understand the difference between Symmetry and asymmetry? ● Do pupils understand why certain movements and balances are excellent? ● Can pupils identify strengths and weaknesses in their own and others' performances? Tag Rugby – Invasion game ● Can pupils pass to their partner's target? ● Do pupils have their hands ready creating a target? ● Do pupils adopt the correct passing technique? Swing pass with their hands following the pass. ● Can pupils pass and move with the ball to score a try? ● Can the attackers without the ball keep behind the attacker with the ball? ● Can the attacker with the ball keep in front of their team when running with the ball? ● Do pupils understand their role when they are attacking and how this varies according to whether they are the ball carrier or not? ● Do pupils show physically and cognitively that they understand the consequences of running on the pitch or dropping the ball? ● Do pupils understand when, where and why they need to tag?		Athletics – Throwing & jumping ● Can pupils throw an object for distance applying the correct stance? ● Are pupils able to release the object at the right time? ● Are pupils able to transfer their body weight, throwing the object further? ● Can pupils jump, swinging their arms? ● Can pupils bend their legs when they take o and land? ● Are pupils able to land on two feet and remain balanced?		techniques? ● Can pupils hit the ball into space to win the rally and score a point? Athletics - Running ● Can pupils make their bodies run as fast as possible? ● Can pupils run and stay in their lane? ● Can pupils run with their head up and focused forwards? Are pupils able to run with a pumping action with their arms and elbows bent? ● Do pupils understand how to run faster? ● Do pupils understand why it is important to pump their arms and focus forwards? ● Can pupils run with driving leg actions? ● Do pupils run on the balls of their feet so they are light and springy? ● Are pupils holding their hands ready, palms upwards? ● Do pupils successfully changeover the baton? ● Can pupils collaborate and run in a team? ● Do pupils understand the term, "pace"? ● Do pupils know the consequences of sprinting in an endurance race for too long?	
PSHE	**In Autumn Term 1, Y3 will study the topic:** Being Me	**In Autumn Term 2, Y3 will study the topic:** Healthy Me	**In Spring Term 1 Y3 will study the topic:** Celebrating	**In Spring Term 2 Y3 will study the topic:** Dreams and Goals	**In Summer Term 1 Y3 will study the topic:** Relationships	**In Summer Term 2 Y3 will study the topic:** Changing Me

	class charters, Facing challenges, Being responsible **P1.** Getting to know each other **P2.** Our nightmare school **P3.** Our dream school **P4.** Rewards and consequences **P5.** Our learning charter **P6.** Owning our learning charter **7.** RHE folder - decision making	Being a good friend, Being Safe + Being Safe online **P1.** Being fit and healthy 1 **P2.** food and energy **P3.** What do I know about drugs? **P4.** being safe and getting help **P5.** safe or unsafe **(new)** **P6.** My amazing body **7.** RHE Folder - Online Safety **8.** RHE folder - staying	Difference What makes me me, Family conflicts, Harmful words **1.** RHE folder - Different families **P2.** Family conflict **P3.** Witness and feelings **P4.** witness and solutions **P5.** words that harm **P6.** Celebrating differences - compliments	Dreams and Goals, Facing challenges, Resilience **P1.** Dreams and goals **P2.** My dreams and ambitions **P3.** Feeling safe helps me grow **(new)** **P4.** Choices that help us grow **(new)** **P5.** Our new challenge - overcoming obstacles **P6.** Celebrating my learning **7.** RHE folder - Similarities and differences	family an friends, being safe online, how to be a good citizen **P1.** Family Roles & Responsibilities **P2.** Friendship **P3.** Thinking critically (online safety) **P4.** Global connections and thinking critically **P5.** Being a Global citizen **P6.** Celebrating my web relationships **7.** RHE folder - friendships and relationships	changes throughout life, transition to Y4 **P1.** how babies grow **2.** RHE folder - keeping ourselves clean (new) **P5.** family stereotypes **P6.** looking ahead
French	**In Autumn Term 1, Y3 will study the topic:** Je me presente	**In Autumn Term 2, Y3 will study the topic:** Les fêtes en France	**In Spring Term 1 Y3 will study the topic:** Les numeros	**In Spring Term 2 Y3 will study the topic:** Les couleurs	**In Summer Term 1 Y3 will study the topic:** Les animaux	**In Summer Term 2 Y3 will study the topic:** Les fruits
	French Skills to be developed in Year 3					
	Listening and Responding • listen and respond to	Speaking • repeat and say	Reading • use a word list to	Writing • accurately copy	Intercultural understanding • discuss	

	familiar spoken words and phrases • follow simple classroom instructions • understand short statements • listen and respond to simple rhymes, stories and songs	familiar words and short simple phrases • use high-frequency verb forms such as I have, it is, I live • Give a short and simple response to what they hear. • Imitate correct pronunciation with some success. • answer simple questions with basic information • form regular plural nouns • use some singular and plural masculine/feminine adjectives correctly • identify adjective and noun position • recognise definite and indefinite articles • use the connectives 'and' and 'b	locate specific words • show awareness of sound- spelling links • read aloud some familiar words and short phrases with accurate pronunciation • recognise that accents exist in French	some key words and phrases • write a sentence using a writing frame and word bank • copy or label using single words or short phrases • write some single words from memory, with plausible spelling,	cultural similarities and differences • identify how festivals are celebrated • understand the differences in social conventions when people greet each other
Oracy **Oracy Framework**	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.				