



John Hampden Primary School  
Curriculum Map 2025-2026

Year 3 Long Term Overview

Autumn Term PSHE Theme Community Celebrating Diversity		Spring Term PSHE Theme Perseverance Healthy Mind and Body		Summer Term PSHE Theme Healthy relationships Embracing Change	
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self Belief Aspiration Challenge	Balance Keeping Safe Self Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking Forward
Autumn 1 Stones 'n' Bones	Autumn 2 The Railway Revolution	Spring 1 Mountains, Volcanoes & Earthquakes	Spring 2 Incredible Italy	Summer 1 Rotten Romans	Summer 2 UK roots, shoots and juicy fruits.
<b>Whole Class Reader:</b> <i>The Wild Way Home</i> by Sophie Kirtley. 	<b>Whole Class Reader:</b> <i>The Wild Robot</i> by Peter Brown. 	<b>Whole Class Reader:</b> <i>The Last Bear</i> by Hannah Gold. 	<b>Whole Class Reader:</b> <i>Pizza Pete and the Perilous Potions</i> by Carrie Sellon. 	<b>Whole Class Reader:</b> <i>The Boy Who Grew Dragons</i> by Andy Shepherd. 	<b>Whole Class Reader:</b> <i>The Nothing To See Here Hotel</i> by Steven Butler. 
<b>Core Texts:</b> <i>Stone Age Boy</i> by Satoshi Kitamura.  <i>How to Wash a Woolly Mammoth</i>  <i>Mammoth</i> , M. Robinson	<b>Core Texts:</b> <i>The Day The Crayons Quit</i>  <i>Crazy Hair</i> by Neil Gaiman 	<b>Core Texts:</b> <i>Leon and The Place Between</i> by Angela Macallister 	<b>Core Texts:</b> <i>Take Me Back To Italy</i>  Take me back to Italy.	<b>Core Text:</b> <i>Escape From Pompeii</i>  Escape to Pompeii	<b>Core Text:</b> <i>Jim &amp; The Beanstalk</i>  The Princess Blankets 

<b>PSHE Outcomes:</b> I can recognise my role in the school community and how this affects myself and my peers. I can understand my choices affect myself and others.	<b>PSHE Outcomes:</b> I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	<b>PSHE Outcomes:</b> I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal chest.	<b>PSHE Outcomes:</b> I can identify things, people and places that I need to be kept safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	<b>PSHE Outcomes:</b> I can explain how some of the actions and work of people around me and the wider world help and influence my life. And can show an awareness of how this could affect my choices.	<b>PSHE Outcomes:</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.
<b>Topic overview:</b> In this history topic we will explore the daily life of a boy in the Stone Age. We will explore where the Stone Age era fits into History, and how life compares to today.	<b>Topic overview:</b> In this history we will explore how the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country.	<b>Topic overview:</b> In this geography unit we will be looking at how mountains are formed, and where and why earthquakes and volcanoes occur in the world.	<b>Topic overview:</b> In this geography topic we will learn the geographical location and physical features of Italy. We will compare these features to the UK.	<b>Topic overview:</b> In this history topic we will give children the opportunity to explore the Roman invasion of Britain and the impact this had on everyday life including the impact of Roman Britain has had on us today.	<b>Topic overview:</b> During this topic we will continue to build on the children's knowledge of plants. We will also look at the UK's land use in geography with a focus on map skills.
<b>Writing Opportunities:</b> <b>Fiction:</b> Narrative, Stone Age Boy. <b>Non-Fiction:</b> Instructions, How to wash a Woolly Mammoth.	<b>Writing Opportunities:</b> <b>Non-fiction</b> Letter writing – the Day the Crayons quit. <b>Poetry:</b> Crazy Hair picture book	<b>Writing Opportunities:</b> <b>Fiction:</b> Narrative retelling - Leon and the Place between. <b>Poetry:</b> Performance and descriptive poetry – I am a Volcano.	<b>Writing Opportunities:</b> <b>Non-fiction</b> – Non-Chron report-double page information spread on Italy.	<b>Writing Opportunities:</b> <b>Fiction:</b> Eyewitness account of escape from Pompeii. <b>Fiction:</b> Marshmallow Literacy Shed Film Unit	<b>Writing Opportunities:</b> <b>Fiction:</b> Alternative versions of Modern Fairy Tales. Jim & The Beanstalk and The Princess Blankets.

<p>Art: <a href="#">Gestural Drawing with Charcoal</a> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Artists: <b>Heather Hansen, Laura McKendry, Edgar Degas</b></p> <p>Medium: Charcoal, Paper, Body</p>		<p>Art: <a href="#">Telling Stories Through Drawing &amp; Making</a> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>Medium: Paper, Drawing Materials, Modelling &amp; Construction Materials (Modroc, clay, plasticine etc).</p> <p>Artists: <b>Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</b></p>		<p>Art: <a href="#">Using Natural Materials to Make Images</a> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype. <a href="#">See the Pathway</a></p> <p>Medium: Natural pigments from earth and plants, paper, light.</p> <p>Artists: <b>Frances Hatch, Anna Atkins</b></p>	
	DT mechanisms - Leavers and Linkages – Pop up Christmas card		DT Food- Healthy and Varied Diet – Pizza making.		DT Textiles - 2D to 3D shape – House mascots.
<b>Experiential Learning:</b> Hill End Trip. The children will experience den building, Spear making, bread baking on an open fire, grinding wheat and spear throwing.	<b>Experiential Learning:</b> Didcot Railway Centre Trip	<b>Experiential Learning:</b> Rocks and Volcanoes Workshop at school	<b>Experiential Learning:</b> Prezzo Italian in Thame Food tasting. Pizza making.	<b>Experiential Learning:</b> Roman Day in school.	<b>Experiential Learning:</b> Planting
<b>Maths:</b> · Place value Addition and Subtraction	<b>Maths:</b> · Multiplication and Division Length and perimeter	<b>Maths:</b> · Fractions	<b>Maths:</b> · Mass and Capacity Time	<b>Maths:</b> · Mass and Capacity Money	<b>Maths:</b> Statistics Geometry - shape Consolidation Work
<p><b>Science:</b> Animals including Humans-skeleton. 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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Science:</b> Light and Dark Recognise that they need light in order to see things and 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.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that</p>	<p><b>Science:</b> Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 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.</p>	<p><b>Science:</b> Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles.</p>	<p><b>Science:</b> Plants – roots and shoots 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 plants.</p>	<p><b>Science:</b> Plants – Flowers and pollination:  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

	the size of shadows change.		Predict whether two magnets will attract or repel each other, depending on which poles are facing.		
<p><b>RE:</b> Islam: Does praying at regular intervals help Muslims in their everyday lives?</p> <p><b>PE:</b> Fundamentals. Footwork &amp;balancing.</p> <p><b>Computing:</b> Coding</p> <p><b>French:</b> greetings, social conventions, classroom instructions, numbers to 10</p> <p><b>Music:</b> Grab and Go vocals. Rhythm 1.</p> <p><b>History:</b> Stone Age - Journey through the Stone Age to the Iron Age – Focus on development of survival techniques- links with Romans – AD 60 – Boudicca.</p>	<p><b>RE:</b> Christianity, investigating the true meaning of Christmas</p> <p><b>PE:</b> Hockey. Jumping and landing</p> <p><b>Computing:</b> Email</p> <p><b>French:</b> numbers, shapes, parts of the body</p> <p><b>Music:</b> Ukulele</p> <p><b>History:</b> In this history we will explore how the lives of people living in Britain changed thanks to the developments of steam engines and the growth of the railway network across the country.</p>	<p><b>RE:</b> Christianity: Bible stories and miracles</p> <p><b>PE:</b> gymnastics</p> <p>Dynamic balance</p> <p><b>Computing:</b> E-safety</p> <p><b>Music:</b> Music History &amp; Theory</p> <p><b>French:</b> adjectives, classroom instructions, Christmas</p> <p><b>Geography:</b> how mountains are formed, and where and why earthquakes and volcanoes occur in the world.</p>	<p><b>RE:</b> Christianity: The Easter story – forgiveness.</p> <p><b>PE:</b> Sending and receiving, netball</p> <p><b>Computing:</b> Spreadsheets and graphs</p> <p><b>French:</b> travel, Easter, numbers to 20</p> <p><b>Music:</b> Grab &amp; Go Keyboard</p> <p><b>Geography:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country – Italy. Physical geography, volcanoes and earthquakes.</p>	<p><b>RE:</b> Islam</p> <p><b>PE:</b> Athletics and field games</p> <p><b>Computing:</b> Touch Typing</p> <p><b>French:</b> holidays, Tour de France</p> <p><b>Music:</b> Composition</p> <p><b>History:</b> Rotten Romans - How did the Romans shape modern civilisation? Ethnicity –where did Romans originate from? Challenging perceptions What does a Roman look like?</p>	<p><b>RE:</b> Islam</p> <p><b>PE:</b> Ball skills</p> <p>Dance</p> <p><b>Computing:</b> Word Processing</p> <p><b>French:</b> Numbers to 30, pets and animals</p> <p><b>Music:</b> Performance</p> <p><b>Geography</b> – identify characteristics of Uk and non-UK localities. Comparing between countries and the different physical and social features of these countries.</p>