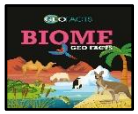
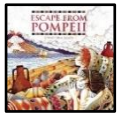
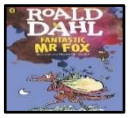
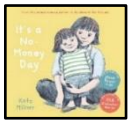
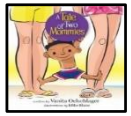
Holly Park School
Year 3 Curriculum Map 2026-27

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project:	Stone Age to Iron Age		The Romans		Settlements and Anglo-Saxons	
Core Texts:	  		  		  	
Writing	**Recount/Diary** **Non-chronological reports** **Instructions**	**Biographies** **Poetry:** Rhyming poems, rhyming couplets, **Non-chronological reports**	**Recount/Diary** **Persuasive Writing** **Letter**	**Narrative**:Stories with morals/fables, building character, setting and plot.	**Narrative**: Myths	**Explanation** **Poetry** Limerics
Grammar & Punctuation:	Express time, place and cause using conjunctions, adverbs and prepositions. Introduction to paragraphs Headings and subheadings to aid presentation. Use of nouns or pronouns for clarity, cohesion and to avoid repetition.	Express time, place and cause using conjunctions, adverbs and prepositions. Use of the forms 'a' or 'an'. Identify word families.	Use fronted adverbials. Use commas after fronted adverbials. Express time, place and cause using conjunctions, adverbs and prepositions.	Inverted commas. Using a range of prefixes.	Express time, place and cause using conjunctions, adverbs and prepositions. Inverted commas. Use fronted adverbials Use commas after fronted adverbials. Use of nouns or pronouns for clarity, cohesion and to avoid repetition. Using a range of prefixes.	Extend sentences by using a wider range of conjunctions. Using possessive apostrophes. Use the present perfect form of verbs.
Spelling & Phonics:	**The suffixes – ed and ing** **The prefixes dis and un** **The ei, ey, ay, ai, a-e, eigh sound Homophones** brake / break grate / great eight / ate weight / wait sun / son where / wear	**The prefixes mis and re** **The g sound spelt gue** **The k sound spelt que** **The letter y pronounced i**	**The suffix ness and ful** **The sh sound -ch, s, ss,c** **The suffix less and ly** **The prefix sub and tele**	**The prefix super and auto** **Homophones** **The k sound spelt ch**	**The suffix ly** **Endings to the word - hope** **The sound ee spelt – ee, ea, e-e, ie, y, ey** **Revision of KS1 Vowel digraphs**	**Homophones** groan / grown heel / heal / he'll rain / rein / reign plain / plane **The 'ou' sound**
Handwriting:	Practice joining through a word in stages: no ascenders, no descenders	Introduction of to and from the letter	Revision of joins			

Maths:	**Place Value** **Addition and Subtraction**	**Multiplication** **Addition and Subtraction**	**Multiplication and Division**	**Multiplication and Division** **Measurement**	**Fractions**	**Shape** **Statistics**
Science:	**Rocks, Fossils and Soil**	**Forces & magnets**	**Skeletons**	**Nutrition**	**Plants**	**Light**
History:		**Stone Age to Iron Age**		**Romans**		**Anglo Saxons**
Geography:	**Do we live in a biome?** BIOMES **Fieldwork** – What Biome do we live in?		**Why do we trade with other countries?** TRADE		**Are all UK cities the same?** UK CITIES AND COUNTIES	
Computing	**Computing** – Repetition		**Digital Literacy** – Digital citizens	**IT Communicating** – animation, desk top publishing	**IT Data retrieving** – branching data bases	
Art	**Painting** – complementary colours **Drawing** – Cave drawings	**Sculpture**	**Collage**	**Sculpture**	**Digital Media**	
DT		**Construction** – Chairs		**Food** – Fruit salad		**Sheet Materials** – Levers, pivots & pop ups
RE	**BQ1&2:** What do Hindus believe?	**BQ4:** What does Christmas mean to me?	**BQ3:** How do miracles inform beliefs?	**BQ3:** How do miracles inform beliefs?	**BQ5:** What can the 10 Commandments teach us about being good?	**BQ6:** Why would you go on a pilgrimage?
PSHE	**Emotions & feelings**	**Peer influence & pressure**	**Healthy lifestyles** **Me and my community** **Equality – Ageism**	**Safe relationships** **Where do things come from?** **Managing money** **First Aid**	**Smoking**	**Parts of the body** **Different Families** **Aspirations** **Keeping safe**
PE	**Gymnastics**: Stretching, curling and arching **Games**: Developing throwing and Catching skills.	**Develop basic skills:** (Hockey) **Dance:** Dance performance	**Invasion Games**: Passing, Receiving and Ball Handling Skills (Netball) **Dance:** Dance extreme earth	**Gymnastics:** Symmetry and asymmetry **Fitness and healthy lifestyles activities**	**Gymnastics:** Travelling with a change of front and change of direction **Athletics:** Throwing, Jumping and Running Striking & Fielding	**Games:** Building Cricket Skills (Cricket) **Team building games** **Orienteering** **Dance:** English country dancing
Spanish	Greetings Useful sentences: stop, listen, repeat	Days of the week Numbers 10-20 Colours Saying what colours you like	Months of the year Numbers 20-30 Farm Animals	Wild animals Book: The 3 little pigs Saying what pets you have	Parts of the body Little Red riding hood	Fruits Days of the week Book: the very hungry caterpillar

	Exchanging personal information: how you feel, name and age Numbers 1-10 Book: 10 ositos en la cama (10 little bears)	The monster of colours More feelings	Book: La ratita presumida (the vain little rat)			
Music	**Singing / notation - xylophones** · Learn to write, read, sing & play crotchet/quaver/ minim/semibreve · Sing 2 songs in layers. · Perform all the parts in a class arrangement, relating to notation Rehearse and arrange a whole class performance	**Singing / notation - xylophones** · Reinforce first 4 note values in new repertoire · Use percussion parts with 3 layered songs to connect treble clef pitch notation, rhythm notation and Kodály note names / hand signs · Sing 3 songs together in a layered texture Make a class arrangement with singing and instruments	**Traditional Indian music** Explore music from India: Indian Classical Music, Sikh mantra, traditional Bengali lullaby, Bollywood song. · Play/sing/identify melody & drone; free time; rhythm patterns with syllabic notation; improvisation that explores th	**West African rhythms** Learn traditional songs and games from Ghana · Learn drum, bell and rattle patterns in West African drumming style, play in layered groups and use these elements to invent small group pieces. · Extend vocabulary and musicianship around rhythm,	**Ukulele** Learn all the features of the ukulele. Learn the C, Am and F chord. Compose rhythmic and melodic ostinato using a pentatonic scale. · Combine ostinati and songs into a class arrangement Compose group pieces featuring ostinato and pulse	**Ukulele** part 2 Continuation of chords. Learning the D chord Playing together as an ensemble.