



# Grimsdyke School

## Long Term Curriculum Overview (2025 – 2026)

### Year 3

	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic/Theme</b>	<b><i>Rolling Stones</i></b>	<b><i>Heroes and Villains</i></b>	<b><i>Roaring Romans</i></b>	<b><i>Amazing Authors</i></b>	<b><i>Nurturing Nature</i></b>	<b><i>To be, or not to be</i></b>
<b>English: Whole class reading and text focus</b>	<i>How to wash a woolly mammoth</i> <i>Stone Age Boy</i> <i>A Rock is Lively</i>	<i>Pandora's Box</i> <i>Theseus &amp; The Minotaur</i> <i>King Arthur</i>	<i>Escape from Pompeii</i>  <i>Journal of Iliona</i>	<i>Matilda - Roald Dahl</i>	<i>The Boy who Grew Dragons - Andy Shepherd</i>	<i>Romeo and Juliet</i>  <i>A Midsummers night dream - Shakespeare</i>
<b>English: Writing focus and text types</b>	<i>Instructions</i>  <i>Diary entry</i>  <i>Poetry</i>	<i>Persuasive letter</i>  <i>Narrative with dialogue – myth</i>  <i>Comic strip - legend</i>	<i>Newspaper Article</i>  <i>Recount</i>  <i>One sided argument</i>	<i>Character Description</i>  <i>Biography</i>  <i>Narrative with dialogue</i>	<i>Persuasive letter</i>  <i>Advert</i>  <i>Newspaper Article</i>	<i>Non-chronological report</i>  <i>Play-script</i>  <i>Poetry</i>
<b>Maths</b>	<i>Number – Place Value</i>	<i>Four Operations – Addition, Subtraction, Multiplication and division</i>	<i>Multiplication and division cont.</i>  <i>Length and perimeter</i>	<i>Fractions</i>  <i>Mass and Capacity</i>	<i>Fractions cont.</i>  <i>Money</i>  <i>Time inc. Roman numerals</i>	<i>2D and 3D shapes inc. angles</i>  <i>Statistics – pictograms and bar charts</i>



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<b>Science</b>	<i>Rocks and Soil</i>	<i>Animals, including humans</i>	<i>Forces and Magnets</i>	<i>Scientific Enquiry</i>	<i>Light</i>	<i>Plants</i>
<b>Computing</b>	<i>Computing Systems and Networks</i>  <i>Touch Typing</i>	<i>Stop-frame Animation</i>	<i>Programming A – Sequencing Sounds (Scratch)</i>	<i>Data and Information (Branching databases)</i>	<i>Desktop Publishing</i>	<i>Programming B – Events and Actions (Scratch)</i>
<b>History</b>	<i>Prehistoric Britain – Ice Age, Stone Age and Bronze Age</i>	<i>Prehistoric Britain cont. – Iron Age</i>	<i>Roman Britain</i>	<i>Roman Britain cont.</i>  <i>Untold Writers</i>	<i>Local History Study</i>	<i>Untold Tudors</i>
<b>Geography</b>	<i>Maps, Atlases and Globes</i>	<i>Settlements – Towns, Villages and Cities</i>	<i>Roman Britain - towns/cities, buildings/locations, roads/bridges</i>	<i>Italy and UK</i>	<i>Water, Weather and Climate</i>	
<b>P.E.</b>	<i>Golf</i>	<i>OAA – Problem Solving</i>	<i>Dance</i>	<i>Rounders - Striking &amp; Fielding</i>	<i>Athletics – Throwing &amp; Jumping</i>	<i>Gymnastics</i>
<b>PSD</b>	<i>Football</i>	<i>Netball</i>	<i>OAA – Problem Solving</i>	<i>Tennis</i>	<i>Athletics</i>	<i>Cricket</i>
<b>PSHE (Jigsaw)</b>	<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and goals</i>	<i>Healthy me</i>	<i>Relationships (SRE) – following Grimsdyke’s SRE curriculum</i>	<i>Changing Me (SRE) – following Grimsdyke’s SRE curriculum</i>
<b>Art and Design</b>	<b><i>Drawing</i></b> <i>Tones and textures: Pencil strokes, patterns and pressure.</i>		<b><i>Painting and collage</i></b> <i>Roman shields</i> <i>Mosaics</i> <i>laia of Cyzicus</i> <i>Pompeii</i>		<b><i>3D art and sculpture</i></b> <i>Drawing and making flowers using different media (2D and 3D)</i> <i>Larger scale and smaller scale art</i>	



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<b>Design and Technology</b>		<b>Textiles</b> Sewing (Bookmarks)		<b>Food Technology</b> Italy and Food (Pizza)		<b>Mechanisms</b> Moving Monsters
<b>Music</b>	Understand beat and pulse and respond to music  Introduction to recorders	Timbre  Recorders	Recorders	Recorders	Composition project  Introduction to ukuleles Open Strings	Introduction to ukuleles  Pentatonic scale
<b>R.E</b>	What do Christians do when they pray and why? <b>Christianity A/E</b>	What can we learn from the life of Buddha about being happy? <b>Buddhism A/F</b>	Should holy books be treated differently to other books? <b>Islam C/E</b>	What are our most important religious artefacts and symbols? How do they show what we believe? <b>Judaism B/D</b>	How do faith groups mark naming ceremonies? <b>Hinduism B/E</b>	What makes some places sacred? <b>Christianity &amp; Islam C/F</b>
<b>MFL: French</b>	Phonetics 1  J'apprends le francais (I am learning French)	Les Animaux (Animal)	Les instruments (Instruments)	Je peux... (I am able to...)	Les fruits (Fruits)	Les glaces (Ice-creams)
<b>Curriculum enrichment</b>	Stone Age theme day – Crew theatre  Circle Time	Panto  St Anselm's Christmas church service	Prime VR – The Romans  Mental Health Week  Internet Safety Day	Food tasting / cooking  Verulamium Museum trip, St. Albans  Word Book Day  Spring Showcase	Local walk	Globe Theatre trip  Royal Festival Hall trip  Summer Carnival  Planting in the outdoor gardens  RE guest speaker – Pilgrimage