

YEAR 3 BLUEBIRDS CURRICULUM MAP AUTUMN 2026

SUBJECT		AUTUMN	
English: Writing Composition	WRITING PURPOSES	The True Story of the Three Little Pigs Entertain - narrative Stone Age Boy Express: Letter of thanks to Om	Oliver and the Seawigs Express: Diary entries for different days Inform: Non-chronological report.
English: Writing Transcription	Spelling	• Use further prefixes and suffixes • Spell further homophones • Spell words that are often misspelt (Y3/4 list) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher	
	Hand Writing	• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. • Decide whether or not to join specific letters choosing the writing implement that is best suited for a task. • Increase the legibility, consistency and quality of handwriting.	
English: Writing Vocabulary, Grammar And Punctuation		• Compose and rehearse sentences orally • Plan by discussing and recording ideas • Proof-read for spelling and punctuation errors • Organise paragraphs around a theme • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use headings and sub-headings to aid presentation • Assess the effectiveness of their own and others' writing and suggest improvement	• Plan by discussing and recording ideas • Introduce inverted commas to punctuate speech • In narratives, create characters • Choose nouns/pronouns for clarity and cohesion • In non-narrative, use organisational devices • Build a rich and varied vocab • Assess the effectiveness of their own and others' writing and suggest improvements
English Reading	Guided reading	Reading Strategies Vocabulary	Retrieval
English Reading	Word Reading	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
	Comprehension	• Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use reading books that are structured in different ways and reading for a range of purposes • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	

MATHEMATICS

Number: Place Value

- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three -digit number (hundreds, tens, ones).
- Read, write, compare and order numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100.

Number: Addition and subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two -digit numbers times one -digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

SCIENCE

Scientific Enquiry:

Asking relevant questions and using different types of scientific enquiries to answer them
 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 Identifying differences, similarities or changes related to simple scientific ideas and processes
 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 Setting up simple practical enquiries, comparative and fair tests
 Using straightforward scientific evidence to answer questions or to support their findings
 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Animals including Humans

Explore the 5 key food groups
 Learn about the nutrition in the food we eat
 Learn about the different types of skeletons
 Learn about the human skeleton
 Learn about animals and their skeletons
 Explore the role of muscles

BEHAVIOURS FOR LEARNING	Pride Listening
HISTORY	Stone Age to Iron Age What changed Britain the most between 9300BC and 43AD?
GEOGRAPHY	The United Kingdom What are the countries of the UK and the regions of England? What are the key geographical features of the UK? How can I use maps to understand a place?
ART	Cave paintings Painting • Mix colours effectively. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by others • Collect information, sketches and resources to develop ideas • Comment on artworks and explore their style. • Compare ideas, methods and approaches in their own and others' work
DT	Cooking Making: Stone Age soup Purpose: To explore seasonal vegetables Link: Stone Age history • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
MUSIC	• Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures • Use the notes C and F • Learn the note value and name for Semibreves (4 beats) and rests (4 beat rest).
PE	Cricket and Tennis Dance and Gymnastics

COMPUTING	Technology in our lives - develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. Programming - Applying previous taught knowledge on algorithms and applying them in a new programming environment. (Scratch) Projects include making a walking cat , customising their own dancing sprite.	
PSHE	Values: Sept – Responsibility Oct – Respect Being In My world: Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Values: Nov – Peace Dec – Appreciation Celebrating Difference: Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments
RE	Islam-does praying at regular intervals help Muslims in their everyday life?	Christianity-has Christmas lost it's true meaning?
FRENCH	Greetings and feelings	