

**Milldown CE Academy**  
**Year 3 Curriculum 2025/2026**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Curriculum Theme</b>	<b>Mind, Body and Soul</b> Understand the character strengths needed to be resilient and successful. Understand that suffering with mental health issues is nothing to be ashamed of and affects lots of people. Understand how to use the five ways to well-being to support a positive mental health.	<b>Community and Culture</b> Understand that communities can make a change through their collective voice. Understand the impact that our actions can have on other communities. Understand ways to celebrate and recognise the value of other cultures.	<b>Power, Peace and Conflict</b> Understand the importance of treating others how you would like to be treated. Understand some causes and effects of conflict at all levels – personal and global. Understanding strategies for preventing, managing and resolving conflict, including 'win-win' solutions.	<b>The Natural World</b> Understand how the natural world can help people to find peace and happiness. Understand people's dependencies on the environment and how they can live responsibly. Understand cause and effect, including the basics of deforestation and climate change and their impact.	<b>Unite Our World</b> Understand global connections between peoples and countries, e.g. through trade. Understand how fairness may not always mean equal treatment. Understand some causes of poverty and inequality (including gender inequalities) at local, national and global levels.	<b>Hopes and Aspirations</b> Understand how people can use their talents and skills to make a difference. Understand some strategies to overcome barriers to achieving our goals - e.g. taking away emotions, keep trying, look from another person's point of view. Understand that there are times when they will make the same choices as their friends and times when they will not.
<b>Spoken Language</b>	Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared (ABC).	Identify clearly when they haven't understood and be specific about what additional information they need	Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions	Support own ideas and opinions with explanation	Put interest into their voices to make storytelling/drama exciting and come to life; Understand the interests of the listener; use intonation linked to grammar when reading.	Listen to and respect other's viewpoints and comment on them, complementing or criticising.
<b>Lead Reading Text</b>	Charlotte's Web (By E. B. White)		The Wild Robot (by Peter Brown)		The Miraculous Journey of Edward Tulane (by Kate Dicamillo)	
<b>Writing Outcomes</b>	Setting and character descriptions  Recount	Conquering the monster story  Non-chronological report	Wishing tale  Letter	Journey tale  Recount	Losing tale  Non-chronological report	Rags to riches tale  Letter
<b>Maths</b>	Place Value to 1000 Addition & subtraction to 1000	Subtraction to 1000 Multiplication & division	Multiplication & division Measurement: length & perimeter	Number: fractions Mass & capacity	Number: fractions Measurement: money & time	Time Properties of shape Statistics
<b>Maths key skills</b>	Make ten and then Doubles and near doubles Adjusting	Calculating with multiples of tens Calculating with ones Strategy selection	Doubles	2 times tables	Square times tables	5 times tables
<b>Science</b>	How can we control light?	How do forces affect objects?	How do some plants and animals stand up?	What do plants and animals need to thrive and survive?	How do flowering plants reproduce?	How do rocks and soils change?

<b>Geography</b>	x	Why do so many people in the world live in megacities?	x	How can we live more sustainably?	x	Why do some earthquakes cause more damage than others?			
<b>History</b>	How did the lives of people change in Ancient Briton?	x	How do artefacts help us understand the lives of people in Iron Age Britain?	x	Why have the ancient Egyptians captured imaginations for centuries?	z			
<b>Computing</b>	Connecting computers	Stop-frame animation	Sequencing sounds	Desktop publishing	Branching databases	Events and action in programmes			
	Self-image and identity	Online relationships Online bullying	Privacy and security Health and wellbeing	Copyright and ownership	Managing online information	Online reputation			
<b>P.S.H.E.</b>	Working together	All about others	Rules and rights	Me and my body	Caring and sharing	Being my best			
<b>Music</b>	Ley your spirit fly	Glockenspiel stage 1	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay			
<b>R.E. and World Views</b>	Christianity and Hinduism								
	What did the creator do with their creation?	How did the intermediaries share the creator's message?	Why did the creator need a rescue plan?	How can we repair when things go wrong?	Why does it matter how we live?				
<b>P.E.</b>	Ball skills Cricket	Forest School Gymnastics	Swimming Netball	Swimming Football	Athletics Dance	Tennis Outdoor adventurous activities			
<b>Art</b>	x	Drawing characters inspired by Quentin Blake	x	A cheerful orchestra	x	Typography for children	x	Fruit inspired clay tiles	x
<b>D.T.</b>	Textiles: Cross stitch and appliqué	x	Structures: Constructing a castle	x	Digital world: Wearable technology	x	Cooking and nutrition: Eating seasonally	x	Mechanical system: Pneumatic toys
<b>French</b>	France and its culture Greetings and name	x	Classroom instructions	Numbers 0-20	Colours	Numbers 20-50			