Year 3 - Harriers Banbury Academy Whole School Curriculum Overview: 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Guiding Principles	**Self Worth**		**Engagement**		**Purpose**	
8 Conditions of learning	**Belonging**	**Heroes**	**Spirit of adventure**	**Curiosity & creativity**	**Leadership & responsibility**	**Confidence to take action**
Cultural Capital, trips and visitors	**Visit to Avon Dasset- digging for fossils.**	Prodrive visit	**Egytpian Day.**	**Banbury art gallery visit.**	**Visit Rollright Stones.**	**Bournemouth.**
AL Driving question	What have the discoveries of Mary Anning taught us?	What strategies are needed when creating a game using forces and magnets?	How can we demonstratre the importance of death to the Ancient Egyptians.	How can we demonstrate the impact a single image can have?	Would we, as children today, survive in the stone age?	Where in the UK would you encourage others to visit and why?
AL learning subjects (History, Geography, Science, DT, Art, creator space, computing)	Rocks and fossils History, geography, science, art.	Forces and magnets Science, DT, art.	Ancient Egyptians History, art, DT, science, geography, RE.	Artists, using a range of media types Art, design, history.	Stone Age History, geography, art, design, DT.	Landmarks/Counties/Cities Geography, history, science.
AL Outcome	Museum exhibition presentation.	Create a game using magnets or forces to function.	Horrible Histories Show	Produce an art exhibition.	Survival guide for the stone age.	Advert for a place in the UK.
Power skills	Critical thinking: Gather relevant information from multiple sources while using the origin and structure to guide the selection Child speak: I can find the right information from multiple sources which is about what I am learning about.	Critical thinking:Explain different strategies and approaches students and others could take in working alone and together to address a problem and predict possible results of their actions Child speak: I can explain different strategies students and others could take when working alone and together to address a problem and predict the possible results of my actions	Collaboration: With support, recognise different opinions in ways that inform the way the team move forwards Child speak: With an adult to guide us, I can listen to different opinions and ideas in a group and use strategies such as voting and compromise to move forward with making decisions.	Creativity: Use different artistic concepts to create new ideas Child speak: I generate ideas by combining differnet concepts	Communication: With guidance, students target their message for an intended, familiar audience Child speak: I know that I need to speak to different people (eg. parents, teachers, friends) in different ways.	Communication: Students begin to demonstrate an awareness of constructive and appropriate feedback and with scaffolding use it in practice Child speak: With adult support, I am able to identify constructive and appropriate feedback and use this to give feedback to my peers.
Employability links	Archeologist, historian, museum curator, geologist.	Scientist, engineer, designer, game creator.	Script writer, actor, presenter	Artists, designers, historians, authors, poets.	Archeologist, Craftsmen, Historian	Travel agent, cartographer, architect, surveyor, estate agent
RSE/PSHE	Me and my relationships.	Valuing difference.	Keeping myself safe.	Rights and respect.	Being my best.	Growing and changing.
Behaviour for learning	Classroom Expectations.	Treating others with respect.	Classroom expectations reset.	Team work, communication.	Expectations reset, TALK in the classroom.	Transition, reflecting on year 3, playing nicely.
Arithmetic	Number bonds, place value, number facts.	Addition and subtraction facts. 2s, 5s and 10s.	Times tables, mulitplication and division facts.	Fractions, shape, time, money, number bonds.	Addiion and subtraction, multiplication facts.	Fractions, number sense, place value.
Maths	Place value, addition and subtraction.	Addition and subtraction. Mulitplication and division A	Multiplication and division B. Length and Perimeter.	Fractions A,mass and capacity.	Fractions B. Money.	Time, shape statistics.
Reading comprehension/Just read	Just Reading- Podkin One Ear.	Reading comprehension.	Just Reading- The Borrowers.	Reading comprehension.	Reading Comprehension.	Reading comprehension.
Phased writing	To inform Oliver and the Seawigs- Fact file on the night of the seawigs.	Recount of our trip. Ottoline at Sea.	To Entertain- Marcy and the Riddle of the Sphinx. Write your own myth.	To Entertain- Gorilla, Anthony Browne Write an adventure narrative about the characters.	To Inform- Ug, Boy Genius of the stone age. Writing instructions for using a new invention.	To Entertain: A Kid in my Class Poems Write a monologue poem.
Phonics/spelling	Year 2 re-cap- alternative spellings of ee, ai, oa, ie. I can spell words with additional prefixes and suffixes and understand how to add them to root words.	I can recognise and spell homophones	I can spell words correctly which are in a family.	I can spell words correctly which are in a family.	I can spell words with additional prefixes and suffixes and understand how to add them to root words.	I can spell words with additional prefixes and suffixes and understand how to add them to root words.
Grammar	Capital letters and full stops. Exclamation and question marks. Commas and apostrophes. Conjunctions. Paragraphs with headings.	Paragraphs Fronted adverbials. Conjunctions for time place and cause, Speech marks, A or an.	Paragraphs Fronted adverbials Prepositional phrases Direct speech Parenthesis	Adverbs for time, place and cause Prepositions A or an Perfect present tense Fronted adverbials	Paragraphs with subheadings. Prepositional phrases A or an Adverbs for time, place and cause Commas in a list	Plural possessive apostrophes Questions and exclamations Using dictionaries Fronted adverbials Present perfect tense Editing
Stand alone subjects						
Science	Rocks and Fossils.	Forces and magnets.	Plants	Light	Animals including humans	Rocks revisited
Religious Education	Worship- Christianity and Islam.	Religious BuildingsChristianity and Sikhism	Religion in the CommunityChristianity and Islam	Symbolism Christianity and Islam	Sacred texts Christianity and Islam	CelebrationsIslamSikhismChristianity
Computing	TTRS Logging in, creating media using powerpoint and word.	Programming A – Sequence in music Scratch – introduction to block coding, coding sprites to play musical notes Programme an octave of playable sprites in Scratch	Creating media – Animation- *Creativity.* Capture and edit stop-motion animation using iMotion *Critical thinking to debug programmes and improve.* *Character- resilience if it doesn't work.* Ancient Egyptian ATL theme	Computing systems and networks – Connecting computers Safe Searching – What is the World Wide Web, searching for information online, refine searches. Safe search engines to research topic. Online research	Data and information – Branching databases Pose questions to sort data. All about Databases – Fields, Records, data and information. Collect data, add to database. Use sort and simple searches.	Programming B – Events and actions Design and create a maze-based challenge. Scratch
Music	Glockenspiel Stage 1.	Hans Zimmer (Earth)	Charanga- How does music bring us together?	Charanga- what does music tell us about the past?	Composing using your imagination, How does music make the world a better place?	Sharing Musical Experiences: How does music help us get to know our community?
Art			Craft and design: Ancient Egyptian scrolls *Creatvity. Critical thinking- suggesting improvements.* *Character- making mistakes.*		Painting and mixed media: Pre-historic painting	Drawing: Growing artists
DT	Food Technology- eat seasonally.	Pneumatic Toys		Cross stitch		
STEM (Creator Space)			Creator space - bridges			
PE	FootballBall skills.	Yoga Fundamentals	Gymnastics Netball	Handball Dance	Tennis Rounders	Athletics Dodgeball