Stockport Grammar Junior School – Curriculum Information for Parents 2025-26
Year 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	**Place value:** numbers to 100, partition numbers to 100, number line to 100, numbers to 1000, partition numbers to 1000, number line to 1000, hundreds, find 1,10,100 more and less, tens, and ones, estimate numbers on a number line, compare and order numbers to 1000, count in 50s. **Addition and subtraction:** Apply number bonds within 10, add and subtract 1s, 10s, 100s, spot the pattern, add 1s across a 10, add 10s across a 100, subtract 1s across a 10, subtract 10s across a 100, make connections, adding and subtracting numbers crossing 10 and 100. **Multiplication and division:** multiplication - equal groups, use arrays, multiples of 2, 5 and 10, sharing and grouping, multiply and divide by 3,4 and 8.		**Multiplication and division:** multiples of 10, reasoning about multiplication, multiplying 2-digit by 1-digit (without and with exchange) linking multiplication and division, dividing 2-digit by 1-digit (without and with remainders), scaling. **Length and perimeter:** measuring in m, cm mm, equivalent lengths; comparing lengths, adding and subtracting lengths, measure and calculate perimeter. **Fractions:** understanding denominators, numerators and the whole, compare and order unit fractions and non-unit fractions, fractions and scales, fractions on a number line, equivalent fractions on a number line and bar model. **Mass and capacity:** using scales, measuring mass in g and kg, equivalent masses, comparing masses, add and subtract mass, measure capacity and volume in ml and l, equivalent capacities and volume, comparing capacities and volume, add and subtract capacity and volume.		**Fractions:** add fractions; subtract fractions; partitioning the whole; unit fractions of a set of objects; non-unit fractions of a set of objects; reasoning with fractions. **Money:** pounds and pence; converting pounds and pence; add money; subtract money; finding change. **Time:** Roman numerals to 12; tell the time to 5 minutes; tell the time to the minute; read time on a digital clock; use a.m. and p.m.; years, months and days; days and hours; hours and minutes, start and end times; hours and minutes, use durations; minutes and seconds; units of time; solve problems with time. **Shape:** turns and angles; right angles; compare angles; measure and draw accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2D shapes; draw polygons; recognise and describe 3D shapes; make 3D shapes. **Statistics:** interpret pictograms; draw pictograms; interpret bar charts; draw bar charts; collect and represent data; two-way tables (Carroll diagrams)	

English	Folk tales will be the first unit of work with some focus on using different sentence structures, e.g. prepositions to create sentences, and using inverted commas (speech marks) to punctuate direct speech. There will be lots of discussion work based around a selection of folk tales. We will read 'The Tin Forest' by Helen Ward and produce a number of short writing pieces, building to an extended piece of writing. Biographies will be the focus of our second unit of work, where we will look at examples of different biographies and write about our own significant life events. Children will develop their research skills, discuss the purpose of paragraphs and produce their own non-fiction texts. Both units will give children opportunities to produce extended pieces of writing with a focus on recording ideas for planning using a range of formats. During the second half of the Autumn term, we will study a range of traditional fables. They will draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. They will have the opportunity to orally retell a range of fables and identify and discuss the themes of these texts. We will then study the modern fable 'The Fate of Fausto' by Oliver Jeffers. This will lead to writing our own modern-day fables. Grammar work will continue to focus on creating complex sentences using a range of conjunctions and using a comma to separate clauses in complex sentences where the subordinate clause appears first. We will end the term by looking	We will use 'A Bear Called Paddington' by Michael Bond as our focus text. Children will practice structuring a narrative, including a beginning, middle, and end, while introducing suspense or problem-solving elements. They will be able to generate dialogue between characters and will learn to punctuate this correctly. This will lead to writing our own narratives based on 'A Bear Called Paddington'. Grammar work will continue to focus on creating complex sentences using a range of conjunctions and using a comma to separate clauses in complex sentences where the subordinate clause appears first. They will also proofread to check for errors in spelling, grammar and punctuation in their own and others' writing. The second unit of the Spring Term is based on poems on a theme. Children will identify and discuss the purpose, audience and vocabulary of poetry for writing. They will then prepare poems to read aloud, showing understanding through intonation, tone, volume and action. We will then look at persuasive letters, where children will develop letter writing skills and use point and evidence to structure and justify responses. The next unit of the Spring Term is structured around the book 'Leonora Bolt: Secret Inventor'. Children will draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. They will then read and analyse the narrative in order to plan and write their own version. The grammar will focus on the use of expanded noun phrases	Children will begin the term by studying playscripts. They will prepare playscripts to read aloud, showing understanding through intonation, tone, volume and action and make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups. They will identify and discuss the purpose, audience, structure, vocabulary and grammar of playscripts and build up to writing our own playscripts. Children will then move onto studying non-chronological reports and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Our grammar will focus on creating complex sentences using a range of conjunctions. They will then study classic poetry and look at the work of Robert Louis Stevenson. Children will use his poetry to inspire their own verses and perform these for an audience. Our final unit of the year will be based on Adventure stories. Children will read a range of different examples and analyse the narrative in order to plan and write their own versions. They will generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type and group related material into paragraphs. The children will then plan, write and edit their own adventure stories.

	at poems with a structure, preparing poems to read aloud, showing understanding through intonation, tone, volume and action.		and adjectives to enhance descriptions of characters and settings, We will then complete a unit of work which looks at 'Diaries'. We will analyse and evaluate texts looking at language, structure and presentation. We will also identify and discuss the purpose, audience, vocabulary and grammar of diaries for our own writing.		
Science	**Light.** Children will be exploring what happens when light reflects off mirrors and other reflective surfaces. They will be taught the importance of sun safety and investigate how shadows are formed.	**Forces and Magnets.** Children will compare how some things move on different surfaces. They will observe how magnets attract or repel each other and attract some materials and not others. They will also compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	**Animals including humans.** Children will learn how animals can be grouped with or without skeletons and observe and compare their movement. They will learn to name the main parts of the human skeleton and know how muscles work. They will also learn about food and nutrition, in particular, what the main food groups are and how they help us.	**Plants.** Children will identify, locate and describe the functions of different parts of flowering plants. They will explore the requirements of plants for life and growth and how they vary from plant to plant. They will also explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Rocks & Soils.** Children will compare and group different kinds of rocks on the basis of their appearance and simple physical properties. They will describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. They should come to recognise that soils are made from rocks and organic matter
Humanities	History: The Stone Age - We will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages, discussing what archaeological evidence there is in the form of artefacts and monuments. The children will look in detail at the Neolithic settlement at		Geography: Climate and Weather – Children will locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. They will extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations and describe and give examples of the variety of	Geography: Coasts - Children will learn about the coast of the British Isles, using a wide range of visual images. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. They will be introduced to a few	

	Skara Brae and the conclusions we can reach from the evidence found at the site. The Bronze and the Iron Age - We will consider which was more impressive, the Bronze Age or the Iron Age? We will explore the key features of the Bronze and Iron Ages and come to conclusions about the developments within the periods. The children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, and differing interpretations of evidence will be considered.	biomes and vegetation belts. They will be taught to use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts and identify the world's hottest, coldest, wettest and driest locations. Our World – Children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.	contrasting coasts around the world and associated environmental issues.
Art/Design Technology	**Gestural Drawing with Charcoal** The children will discover how to make drawings that capture a sense of drama using charcoal. They will also get to 'draw like a cave person'. **Levers & Linkages** Design Technology will help children to understand levers and linkages. They will explore and use fixed and loose pivots. They will design and make an advert with moving parts.	**Under the Sea** Children will use clay as a modelling material with an 'Under the Sea' theme. They will use colour and pattern to create interesting design work and develop the ability to record from direct observation. **Shell Structures- Packaging** The children will investigate shell structures with a focus on package designing and making.	**Making Animated Drawings** Children will explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.
Computing	Children will be given opportunities to explore computer programming. They will also look at basic internet research skills and internet safety. Finally, they will learn how to use e-mails to communicate.	Children will create branching databases and understand sorting information using relevant questions. They will also use computer software to carry out various programming activities. Finally, they will undertake short activities on the topic of 'Internet Safety'.	Pupils will be introduced to new software to create branching database. They will also be using computer software to learn how to touch type.
	My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.		

R.E.	The key question this year is: Who should we follow? We shall be looking at Christianity, focusing on God and asking: How (and why) have some people served God? In the second part of the term, we shall be focusing on Jesus and asking: What does it mean to be a disciple?	The key question this year is: Who should we follow? We shall be looking at Christianity, focusing on the Church and asking: What do Christians mean by the Holy Spirit? In the second part of the term, we shall be focusing on Hindu Dharma and asking: Why is family an important part of Hindu life?	The key question this year is: Who should we follow? We shall be looking at Islam and asking: Why is the prophet Mohammad (Pbuh) an example for Muslims? In the second part of the term, we shall be focusing on Sikhism and asking: What qualities make a good leader?
P.E/ Swim	Lessons will focus on Health and Fitness. Children will have practical sessions which cover the key components of fitness, allowing them to consider why they are important in leading a healthy, active lifestyle. Stroke development will be the aim for Year 3 children in swimming. We will also be working on some skills such as jumping into deep water, submerge, return to the wall and climb out unaided.	In Swimming, we will continue to develop and refine stroke technique. We will also be working on skills such as diving and sculling. In this unit pupils will create and control their movements by varying shape, size, direction, level, speed and tension. Pupils will express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance. Students will work with a partner or in small group and evaluate and assess movements to improve overall routines.	In Swimming, we will continue to progress with our stroke technique with all four strokes. We will introduce water polo skills and begin to learn basic rules. In Athletics, we will work on speed, endurance, throwing and jumping. The 60m, 120m, 600m, long jump technique, Nerf torpedo & ball throw, hurdle technique. Shuttle relay will all be taught and practised.
Games	Lessons will focus on the technical development of key skills to enable children to perform in sports including football, rugby, hockey and netball. They will have the opportunity to test their skills in small sided games.	Girls will develop their hockey and touch rugby skills. Boys will develop their rugby and hockey skills. All pupils will learn how to play as part of a team and collaborate with their peers.	In Games, children will develop skills in striking and fielding through the sports of Cricket and rounders. Pupils will develop their hand eye coordination whilst improving their batting, bowling and fielding skills.
PSHE	Children will think about being responsible, helping someone in need and stealing; relationships, appropriate touch and body language.	Children will think about looking after our world; computer safety and making friends online; keeping/staying healthy and medicines; keeping/staying safe and the dangers of falling out of windows.	Children will think about identity, society and equality and celebrating differences; being aware of hazards and what is safe to play with; examining feelings and emotions by looking at grief.
Spanish	Greetings and introductions Feelings	Pets Numbers to 31	Weather - saying what the weather is like

	Numbers to 10 Colours	Months of the year Birthdays Days of the Week	Family - saying who is in my family and what their names are Food and Drink - naming some typical Spanish foods and drinks, ordering in a restaurant
Music	**Basic Notation** **Introduction to Opera & Voice Types**: • *The Magic Flute* **Singing** **Introduction to '*The Orchestra*'** • Individual Instrument Demos • Orchestral Families **Christmas Carol Service**	**Instruments and Families of The Orchestra Part 2** • Identifying Sounds • Percussion: Tuned vs Untuned • Quiz **African Drumming** • Djembe!! **Developing the singing voice further** **Notation Skills** - upskill • Musical games **Improving musicality and listening skills** • via Dalcroze and Orff pedagogy (music and movement)	**Grandfather Clock unit** • developing singing • keyboard • notation skills • Musical clocks – group collaboration and rhythmic notation **Notation Skills** - upskill • Musical games **Music Elements and Story Telling** Exploring Dynamics, Timbre and Tempo to aid storytelling – Group Compositional Task TBC