Curriculum Overview
Bumblebees (Year 3) Spring Term 2026

Interconnected Question: Would you rather live in the Stone Age, Bronze Age or Iron Age?

Key Texts	Anticipated Writing Outcomes
Stone Age Boy - Satoshi Kitamura How to wash a woolly mammoth - Michelle Robinson Stig of the Dump - Clive King The Stolen Speak - Saviour Pirotta The Stone Age - Marcia Williams	Instruction writing - develop a piece of writing which instructs the reader on how to wash a woolly mammoth. Narrative writing - developing character, setting and atmosphere through the stimulus of Stone Age Boy. Persuasive writing - using our Geography stimulus to create a persuasive piece about potential improvements for our local area.
History	**Design and Technology**
- Begin to understand the terms Stone Age, Iron Age and Bronze Age and organise chronologically - Find out what was needed to survive the 'paleolithic' Stone Age - Explain what was 'new' about the Neolithic Stone Age - Explain what life was like in Bronze Age Britain - Investigate how Celtic people lived (Iron Age)	- Research the type of food Iron Age people ate - Learn about seasonal sourcing of ingredients in the Iron Age - Understand bread was a key part of the Iron Age diet - Learn how cereals were ground in the Iron Age - Plan and make Iron Age bread

Science
Rocks and soils   - Compare and group different kinds of rocks   - Describe how fossils are formed   - Recognise that soils are made from rocks and organic matter

Discrete Subjects

Maths

Multiplication and Division B

- Multiples of 10
- Related Calculations
- Reasoning
- Multiply a 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Scaling
- How many ways?

Length and Perimeter
- Measure in metres and centimetres; millimetres
- Equivalent lengths (cm and mm)
- Compare lengths
- Add and subtract lengths
- Measure/calculate perimeter

Fractions A
- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a numberline
- Count in fractions on a numberline
- Equivalent fractions on a numberline/bar mode

Mass and Capacity
- Use scales
- Measure mass in grams and kilograms
- Equivalent masses (kgs and g)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in litres and millilitres
- Equivalent capacities and volumes (l and ml)
- Compare capacity and volume
- Add and subtract capacity and volume

Science	Religious Education
States of Matter - Compare/group materials into solids, liquids and gases - Observe changes when materials heated/cooled - Record/observe temp at which materials change - Water cycle - evaporation & condensation	**What is Holiness for Jewish people : a place, a time, an object or something else?** - Understand that within Judaism, Holiness is a synonym for God himself. He is set apart and different from. - Explain in what way Shabbat is Holy and how families mark its beginning and end. - Give examples of what the Torah says about living a holy life. - Explain what the burning bush story in Exodus teaches about holiness. **What did Jesus do to save human beings?** - Christians see all people as sinful which separates people from a perfect God. Jesus took the punishment for our sins so all people can have a direct relationship with God. People, who love God, try not to sin and be more like Jesus. - Know the story of Jesus' death and resurrection eg recall the stations of the cross - Know why Christians believe Jesus had to die and how they believe his sacrifice saves us by the gift of eternal life and the promise of Heaven on earth, united with God. - Know what happens in a service of Eucharist and how taking Holy Communion reminds Christians of this sacrifice (links with the Last Supper)

Geography	Computing
How could we improve Partridge Green? - Locate our local area using maps, atlases and digital mapping - Map out the local area in detail - Use fieldwork skills to observe and record features in the local area - Present and explain fieldwork research using geographical terms - Use eight points of the compass to give directions	**Programming A - Sequencing Sounds** - Explore a new programming environment - Identify that commands have an outcome - Explain that a program has a start - Recognise that a sequence of commands can have an order - Change the appearance of a project - Create a project from a task description **Branching Databases** - To recognise why data is collected - To understand that some details are personal and this should be protected online - To know that the attributes of objects can be used to group them - To create and use branching databases on specific topics

Physical Education	Modern Foreign Languages
Dance Choreograph planned dances by using, adapting and developing actions and steps from different	**Spanish - Puedo** Recognise, use and remember 10 common Spanish verbs/activities.

dance styles
- Confidently use dynamics to express different dance styles
- Use direction and patterning to express different dance styles
- Confidently use formations, canon and unison to express a dance idea.
- Perform dances expressively, using a range of performance skills, showing accuracy and fluency

Badminton
- Develop the range of shots used in the games they play
- Develop their range of serving techniques appropriate to the game they are playing
- Use a variety of shots to keep a continuous rally.
- Demonstrate effective footwork patterns to move around the court.

Football
- Develop control when S&R under pressure
- Select and apply a variety of dribbling techniques to game situations
- Explore creating tactics with others and applying them to game situations.
- Developing tracking and marking with a variety of techniques and increased success
- Move to create space for themselves and others in their team.

Tag Rugby
- Develop control when S&R under pressure.
- Explore creating tactics with others and applying them to game situations
- Develop tracking and marking with a variety of techniques and increased success.
- Move to create space for themselves and others in their team.

Use these verbs in the infinitive to make a short sentence starting with puedo.

Spanish - La Fruta
Name, recognise and remember up to 10 fruits in Spanish.
Attempt to spell some of these nouns with their correct article/determiner.
Ask somebody in Spanish if they like a particular fruit.
Say what fruits we like and dislike in Spanish.

Music	Relationships Sex and Health Education

Charanga Unit
- Appraise a piece of music using musical language; learn to sing and perform it
- Begin to create a graphic score for a familiar piece of music
- Improvise a response to a musical phrase

Pentatonics
- Know what a pentatonic scale is and how to play pieces of music using one
- Know some features of minimalist music
- Improvise using a pentatonic scale
- Understand what an ostinato is
- Create an ostinato rhythm and assign notes to it
- Modify an ostinato using techniques of subtraction, addition and transposition
- Rehearse and perform a composition

Dreams and Goals
- Hopes and dreams
- Broken dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group celebrating contributions, resilience and positive attitudes

Healthy Me
- Healthier Friendships
- Group Dynamics
- Smoking
- Alcohol
- Assertiveness Peer Pressure
- Celebrating Inner Strength

Our Locality
- Crossing a road independently including Partridge Green High Street

Art and Design

- Explore proportion and tone when drawing
- Plan a collaged composition
- Use shading techniques to create pattern and contrast in a finished collaged composition