

Cleveland Road Primary School Curriculum Map – Year 3, Summer Term 2026

	Summer Term 2026
TOPIC	<i>The Power of Words</i>
KEY TEXTS	<i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray <i>Greta's Story: The School Girl Who Went on Strike to Save The Planet</i> by Valentina Camerini <i>Malala's Magic Pencil</i> by Malala Yousafzai <i>The Word Collector</i> by Peter H. Reynolds <i>The Lost Words</i> by Robert Macfarlane and Jackie Morris <i>Fairy tales: Hansel and Gretel, Cinderella, The Gingerbread Man, Little Red Riding Hood, Snow White</i>
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 6, 7, 12, 15, 19, 21, 24, 27, 28, 29, 31, 35, 36, 37</i>	<u>Philosophical thinking:</u> Are the endings always happy? Do stories always have to have a happy ending? Does good always defeat evil? Does this happen in real life? Do you think a story can be meaningful without a happy ending? Do we always take responsibility for our words? Are villains born or are they made? Are there consequences for bad behaviour? What makes a hero? Am I a hero? How can I become a hero? What is bravery? Is it brave to face your fears? Is it right to punish others or should they be given opportunities to learn from their mistakes? Who is in charge of judging whether we should be forgiven or not? Do we have to forgive? While reading the text, <i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray, the children will explore the key themes of kindness, hope, resilience and belonging. Through discussion and comprehension activities, children will reflect on how characters respond to challenges and the importance of stories in shaping emotions and communities. They will develop their writing skills by composing a persuasive letter to the witch, using emotive language and strong arguments to convince her to return the lost endings to the world. Pupils will also demonstrate creativity by writing an alternative ending to the story, considering how different choices impact the narrative. To deepen their understanding of language, they will create a poem exploring the power and importance of words, recognising how stories can influence feelings, actions and connections between people.
MATHS <i>CRC Articles 28, 29</i>	Operations, Fractions, Geometry and Statistics The children will continue to learn to use all four operations to solve a range of problems. They will then further develop their understanding of fractions, through adding and subtracting them to solve a range of more complex problems. The children will then identify angles in different 2D and 3D shapes, and will also have the opportunity to measure, compare and convert units of length, mass, volume and capacity. They will finally revisit solving more complex statistics-related word problems using scaled bar charts, pictograms and tables, interpreting data in different contexts.

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SCIENCE <i>CRC Articles</i> 24, 28, 29	Plants The children will identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. They will explore the requirements of plants for life and growth, working scientifically to compare the effects of different factors on plant growth. For example, the amount of light. The children will also carry out an investigation of how water is transported within plants. They will also understand the role flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
COMPUTING <i>CRC Articles</i> 16, 17	Online Safety The children will discuss online safety, looking at <i>Cyberpass</i> and privacy settings on online devices and apps, when playing and downloading games. They will also learn how to keep personal information private online and understand what is safe and unsafe to share. Animation This term, the children will continue exploring digital creativity by using iMotion software to create their own stop-motion animations based on the theme of farm animals. Through this project, they will develop key skills in storytelling, sequencing, and digital media whilst bringing their farmyard scenes to life. Using a combination of toy models, clay figures or paper cut-outs, the children will design and animate short scenes. Communication – typing skills and publisher The children will continue developing their typing skills as well as their understanding of how the suite of programs work. They will produce a typed creative piece of work using the Microsoft Publisher program, which will be linked to their key text.	
HISTORY <i>CRC Articles</i> 13, 17, 28, 29	Ancient Greece The children will be learning about the lifestyle and successes of the Ancient Greeks. They will analyse different facts and information, making comparisons to other areas of History they have learnt during this academic year (Ancient Egyptians and the Bronze and Stone Ages). As historians, the children will also identify what has been learnt from different sources and artefacts, and how lifestyle from that time still benefits our knowledge and lives today.	
GEOGRAPHY <i>CRC Articles</i> 24, 28, 29		Europe The children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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ART <i>CRC Articles</i> 28, 29, 31	Printing and Textiles The children will be using skills previously learned to create a fabric masterpiece. Using ideas and themes from <i>The Lost Happy Endings</i> , they will print repeated patterns, use cross stitch and join different materials together. Their ideas will be inspired by the textile work of the artist, Linda Calverley. They will also spend some time learning about who she is as an artist and observing a range of examples of her work.	
DT <i>CRC Articles</i> 28, 29, 31		Food (Healthy and Varied Diet) The children will design and make healthy fruit lollies, by researching various seasonal fruits. Their learning will include designing recipes and thinking about the appearance, taste, texture and aroma of their lollies, using appropriate utensils and equipment to prepare and combine different ingredients. They will also consider marketing this product by designing a wrapper/brand for it. After making their lollies, the children will evaluate their final product, with references to their design criteria and critique from their peers.
MUSIC <i>CRC Articles</i> 28, 29, 31	Musical Notations This term, the children will continue to develop their musical notation skills. They will be singing and playing songs in different keys, such as <i>C major</i> , <i>G major</i> and <i>F major</i> , and their minor relatives: <i>E minor</i> and <i>D minor</i> , and they will be learning how to recognise them and how to tell if a song is in a specific key. They will learn about <i>Sharps</i> and <i>Flats</i> and different time signatures, such as 3/3. They will continue to deepen their rhythmic knowledge and be able to create their own rhythms and simple songs, using musical notation. This term, they will also compose a piece of music using percussion instruments such as metallophones, glockenspiels, xylophones, untuned instruments, keyboard and ukuleles. They will then perform their own class compositions to the other Year 3 classes. The children will also continue to develop their understanding of music history, widening the range of their cultural capital.	
PE <i>CRC Articles</i> 28, 29, 31	Outdoor PE –OAA The children will learn and develop teambuilding activities and effective communication skills through orienteering. Indoor PE - Dance The children will make dance sequences associated with animals and journeys. They will work as teams to analyse their performances.	Outdoor PE – Sports Day Activities The children will practise a range of different games in preparation for Sports Day, which will include Hot Potato, Rob the Nest, Speed Bounce, Relay Race and Track Race. Indoor PE - Gymnastics The children will practise a range of different gymnastic techniques and sequence of movements.

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RE <i>CRC Articles</i> 2, 14	What does it mean to be a Hindu? (Revisited) The children will consider their own ideas about God and give thoughtful responses, describing what can be learnt from the story of Diwali. The children will describe the various Hindu gods and goddesses on pictures and murtis. They will then make links between the stories about the gods and what these stories teach Hindus.	How do people express their faiths through arts? The children will explain why an image is spiritual and notice that different people find different things spiritual at different times. They will also describe how important beliefs about Christianity are expressed through art and drama. The children will learn how and why Muslims express their devotion in imaginative and artistic activities and describe some different ways in which Mosques express Muslim ideas.
PSHE <i>CRC Articles</i> 3, 4, 5, 12, 13, 19	Relationships In this unit, children learn to recognise the roles and responsibilities within their families and reflect on how expectations can differ for males and females. They explore how taking responsibility at home can influence their feelings and develop key friendship skills such as turn-taking and active listening. Pupils learn strategies for resolving conflicts through win-win negotiation and are taught how to stay safe online, including knowing who to turn to if they have concerns. They also explore how the actions and work of people around the world can positively influence their own lives.	Finance The children will learn to recognise the different ways that money can be received and the various forms it may come in, and they will understand how to look after money to keep it safe. They will explore the difference between things we need to spend money on and things we want, and they will consider how spending choices can sometimes be challenging. Pupils will identify different ways they can pay for items and how to keep track of their money. Throughout the unit, they will reflect on how and why people decide to spend their money and will express how they might feel when faced with difficult financial choices. Changing Me The children will identify what they are looking forward to as they prepare to move into their next class, developing a positive outlook toward the changes ahead. They will begin to think about the changes they may wish to make in the coming year and will learn how to approach these changes confidently and effectively.
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Vegetables and Spanish X-Factor In this unit, the children will learn 10 common vegetables in their plural form with their definite articles, in Spanish. They will then learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall. The children will also be practising a Spanish song for our annual Spanish X-factor performance.	

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Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	Throughout this term, the children will be exploring how they fit in with the world and celebrating the differences between us all. They will also be deepening their understanding of an individual's rights and how these have changed over time. They will gain an understanding of what it means to be safe online and understand how to be safe in the real world.