

Gordon Primary School Curriculum Map – Year 3, Summer Term 2026

	SUMMER 1	SUMMER 2
TOPIC	<i>The Art of a Happy Ending</i>	
KEY TEXTS	<i>The Lost Happy Endings</i> by Carol Ann Duffy <i>Familiar fairy-tales</i>	
ENGLISH <i>CRC Articles</i> 6, 7, 12, 15, 19, 21, 24, 27, 28, 29, 31, 35, 36, 37	In the summer term, Year 3 will delve into the enchanting yet thought-provoking tale <i>The Lost Happy Endings</i>, using it as a springboard for both literary exploration and deeper philosophical reflection. The pupils will consider the nature of hope, resilience and the power of stories to shape our understanding of the world by answering big questions about what makes an ending “happy” and whether hope can be found even in darkness. The children will focus on rich description, examining how language paints vivid imagery and evokes mood. They will explore key literary features such as similes and metaphors, unpicking how these devices bring the story to life and experimenting with them in their own writing. Inspired by the text, the pupils will craft a broadcast script, write a poem centred on the theme of finding hope, and reimagine a familiar fairy-tale by creating an alternative ending. This unit encourages creativity, empathy and imagination, allowing children to see themselves not just as readers, but as storytellers with the power to reshape narratives. <u>Philosophical thinking:</u> • Do stories always have to have a happy ending? • Are happy endings important? • What makes someone good / bad? • Can people change their ways? • Are we always created the same? • Do people who do bad things always get punished? • Should we give up when things go wrong? • How do we find motivation to overcome hard times? • Why is having a family important? • What is a ‘family’? • Do all humans need to have a sense of belonging? Furthermore, the children will extended, broaden and deepen their knowledge of poetry and emotional expression. As part of this unit of study, they will engage in reading, writing and performing poetry, with a focus on oracy. The children will develop their spoken language and reading fluency, while developing a positive attitude towards literature.	
MATHS <i>CRC Articles</i> 28, 29	<u>Operations, fractions, geometry and statistics</u> The children will continue to learn strategies to solve complex multiplication and division problems. They will then further develop their understanding of fractions through adding and subtracting them to solve a range of more complex problems. All pupils will then identify angles	

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	in different 2D and 3D shapes. They will finally revisit solving more complex statistics related word problems using scaled bar charts, pictograms and tables, interpreting data in different contexts.	
SCIENCE <i>CRC Articles</i> 24, 28, 29	<u>Animals Including Humans</u> The children will learn that animals, including humans, need the right type and amount of nutrition and that they cannot make their own food, but get nutrition from what they eat. They will also learn that humans, as well as other animals, have skeletons and muscles for support, protection and movement.	<u>Plants</u> 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 on how water is transported within plants. They will also understand the role flowers play in the cycle of flowering plants, including pollination, seed formation and seed dispersal.
COMPUTING <i>CRC Articles</i> 16, 17	<u>Coding</u> The children will understand what a flowchart is and how they are used in computing programming. They will understand that there are different types of timers and select the right type for a purpose. The children will understand how to use the repeat command in programming. They will understand the importance of nesting in programming and finally they will design and create an interactive scene using flowcharts and programming concepts. By the end of the unit, the children will have designed, written and debugged a programme that simulates a virtual event using logical reasoning and programming structures. <u>Touch Typing</u> The children will develop foundational typing skills, including correct posture, key placements, and finger positioning, whilst using a variety of software to achieve set goals.	
HISTORY <i>CRC Articles</i> 13, 17, 28, 29		<u>Ancient Greece</u> 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 History topics they have learnt during this

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		academic year (Ancient Egyptians and the Bronze and Stone Ages). As historians, the pupils 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	<u>Tourism – Greece</u> The children will locate Greece on a map and understand its position in the world. They will understand the physical geography of Greece, including mountains, islands and coastline. They will identify key cities and landmarks in Greece and explore the aspects of Greek culture. The children will create a tourist guide for Greece, showcasing its Geography, culture and key attractions.	
ART <i>CRC Articles</i> 28, 29, 31	<u>Design Ancient Greek Pot Patterns</u> The children will learn about Exekias and understand the significance of Ancient Greek pottery. They will analysis Greek pottery designs and understand their meanings. The children will plan and design a Greek style art work inspired by Exekias, using paint and fine line details. They will then review, share and evaluate their art work.	
DT <i>CRC Articles</i> 28, 29, 31		<u>Design and Technology: Structures</u> The children will develop their understanding of free-standing structures and how they can be strengthened and reinforced. The children will gain knowledge and understanding about how to join and shape materials. The children will then apply these skills to create their own Ancient Greek temples or amphitheatres. Finally, the children will test and evaluate their structures against their design criteria.

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MUSIC <i>CRC Articles</i> 28, 29, 31	<u>Music Notation Skills</u> This term, the children will continue to develop their musical notation skills. They will be exploring songs in different scales, such as C major, G major, F major and their minor relatives, E minor and D minor. They will be learning how to recognise them and how to tell if a song is in a specific scale. All pupils will also learn about sharps and flats 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.	
PE <i>CRC Articles</i> 28, 29, 31	<u>Outdoor PE –OAA</u> The children will learn and develop their teambuilding and effective communication skills, through orienteering. <u>Indoor PE – Badminton</u> All of the children will learn and develop key coordination skills and applying the ‘ready position’ effectively to improve ball control using their forehand and backhand.	<u>Outdoor PE – Sports Day Activities</u> 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. <u>Indoor PE – Gymnastics</u> All of the children will practise a range of different gymnastic techniques and sequence of movements in preparation for a performance.
RE <i>CRC Articles</i> 2, 14	<u>How Do People Express Their Faiths Through Arts?</u> 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. All pupils 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.	<u>What Does It Mean To Be A Hindu? (Revisited)</u> The children will consider their own ideas about God and give thoughtful responses and describe what can be learnt from the story of Diwali. They will describe the various Hindu gods and goddesses on pictures and murtis. The children will then make links between the stories about the gods and what these stories teach Hindus.
PSHE <i>CRC Articles</i> 3, 4, 5, 12, 13, 19	<u>Relationships</u>	<u>Finance</u>

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	- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - I can describe how taking some responsibility in my family makes me feel - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener - I know how to negotiate in conflict situations to try to find a win-win solution - I know and can use some strategies for keeping myself safe online - I know who to ask for help if I am worried or concerned about anything online - I can explain how some of the actions and work of people around the world help and influence my life - I can show an awareness of how this could affect my choices - I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. - I can empathise with children whose lives are different to mine and appreciate what I may learn from them - I know how to express my appreciation to my friends and family - I enjoy being part of a family and friendship groups	- I can recognise some of the different ways we get money and some of the different forms it comes in - I understand how I can look after money to keep it safe - I know the difference between things that we need to spend money on and the things that we want to spend money on - I can express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult - I can identify different ways that I can pay for things and keep track of money - I recognise how and why people decide to spend their money CHANGING ME - I can identify what I am looking forward to when I move to my next class - I can start to think about changes I will make next year and know how to go about this
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Clothes</u> In this module children will be able to describe the different items of clothing that pupils, their family and their friends are wearing both orally and in written language. They will be: - Learning the names of different summer clothing (sandalias, bañador, pantalones cortos, camiseta, falda, gorro, sombrero). - Learning the names of different items of winter clothing (guantes, bufanda, abrigo, pantalones, vaqueros, jersey). - Providing their own opinions and reasons for different items of clothing (Me gusta mi falda porque es cómoda). - Conjugating the verb llevar in the first and third person.	

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	- Revising the names of different colours using “claro” and “oscuro”, for example, ‘azul oscuro’, ‘verde claro’, etc. - Describing different items of clothing for an X-factor competition.	
Safeguarding 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	<u>English</u> What makes a good friend? How do we develop trust? Are all friendships equal? What should good friends expect from each other? What is self-belief? How do you develop and form a strong sense of self-belief and self-confidence? How do good friendships contribute towards building your confidence? Is bigger always better? Is the grass always greener? What are you willing to make sacrifices for and why? What does it mean to be different? Are we all different? What is normal? How do we achieve success? How does being the best version of ourselves help us to be successful? How can our unique qualities contribute towards success? <u>Science</u> How can humans make sure they are eating a nutritious, balanced diet? <u>Computing</u> How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if are concerned about something? <u>Geography</u> What can we learn from different cultures and environments? <u>Art</u> How can we help the environment by using recycled materials?	<u>English</u> What makes a good friend? How do we develop trust? Are all friendships equal? What should good friends expect from each other? What is self-belief? How do you develop and form a strong sense of self-belief and self-confidence? How do good friendships contribute towards building your confidence? Is bigger always better? Is the grass always greener? What are you willing to make sacrifices for and why? What does it mean to be different? Are we all different? What is normal? How do we achieve success? How does being the best version of ourselves help us to be successful? How can our unique qualities contribute towards success? <u>Science</u> How are plants good for the environment and how can they impact mental health? <u>Computing</u> How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if are concerned about something? <u>History</u> How has modernisation benefitted us? How are we safer now? <u>DT</u> Why is it important to create safe products for others to use?

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	<u>Music</u> Why is music found to relax the mind? Why is it good to be creative? What does it enable us to feel? What does music mean to you? <u>PE</u> Why is exercise important? Why is it good for your health? How does it affect your body? How do we keep safe during PE? Why is it important to have spatial awareness/awareness of others? Why is it important to have good teamwork skills? <u>RE</u> Why is it important to have respect for all faiths, views and religions? How should we expect others to react to our views, faith and religion? Why is diversity important? What do we learn from living in a population of different cultures, faiths and religions? Why is it important to learn about other people's cultures, faiths and religions? <u>PSHE</u> How can we develop positive relationships?	<u>Music</u> Why is music found to relax the mind? Why is it good to be creative? What does it enable us to feel? What does music mean to you? <u>PE</u> Why is exercise important? Why is it good for your health? How does it affect your body? How do we keep safe during PE? Why is it important to have spatial awareness/awareness of others? How can performing improve our confidence? <u>RE</u> Why is it important to have respect for all faiths, views and religions? How should we expect others to react to our views, faith and religion? Why is diversity important? What do we learn from living in a population of different cultures, faiths and religions? Why is it important to learn about other people's cultures, faiths and religions? <u>PSHE</u> Why is it important to be organised with money? How can you prepare yourself to embrace change in a positive manner?