

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

	SPRING 1	SPRING 2
TOPIC	<i>A Journey of the Heart</i>	
KEY TEXTS	The Miraculous Journey of Edward Tulane by <i>Kate DiCamillo</i>	
ENGLISH <i>CRC Articles</i> <i>9,11,37,20,22</i>	<u>Philosophical thinking</u> • What does it mean to love someone? • Is love something we choose, or something that happens to us over time? • Can a person - or in this case, a toy - change because of experiences? • What kinds of experiences help us grow? • Why is loss an important part of love? • Can we truly appreciate love if we've never lost anything or anyone? • What makes someone (or something) valuable? • Is Edward valuable because he is beautiful, or because of what he learns? • Is it possible to feel empathy for someone very different from you? • Do hard times make us better, or just sadder? • How do difficult experiences influence us? • What does it mean to belong? • Is belonging about a place, a person, or something inside ourselves? • Why is hope important? While reading the text, <i>The Miraculous Journey of Edward Tulane</i>, by Kate DiCamillo, the children will explore the key themes of love, loss, empathy, and personal transformation. The students will think about how relationships shape who we become, how pain can help us grow and why hope and compassion are essential parts of the human (and rabbit's) experience. This journey encourages readers to reflect on their own feelings, connections, and the importance of opening their hearts. Throughout the journey of the book, the children will produce several key pieces of writing inspired by the main events of the text. At the start of the book, they will write a monologue from Edward's point of view, capturing his initial character traits and limited understanding of the world. Midway through the story, the children will create their own "next chapter," giving Edward a new, imagined adventure that fits naturally into his journey. At the end, they will complete a reflective piece in which Edward looks back on everything he has experienced, the people he has met, and offers a heartfelt token of thanks. Alongside these main tasks, pupils will also craft a poem exploring the emotion Edward learns to value, and they will maintain an ongoing diary written from Edward's perspective, adding entries throughout the unit to deepen their sense of voice and character.	
MATHS		

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<i>CRC Articles</i> 28, 29	<u>Place Value, Operations, Fractions, Geometry and Statistics</u> The children will continue to develop their mathematical skills, with a focus on the place value of numbers to 1,00. They will learn further strategies to solve addition, subtraction, multiplication and division calculations, using written methods. Additionally, the children will deepen their understanding of fractions, adding and subtracting them to solve a range of problems. Furthermore, they will learn to identify angles in different 2-D and 3-D shapes. Year 3 will finally learn to solve 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>Forces and Magnets</u> The children will have the opportunity to carry out simple scientific investigations to compare how objects move on different surfaces. They will also learn how some forces need contact between two objects, but that magnetic forces can act at a distance. Furthermore, the children will continue to build their scientific enquiry skills during this topic.	<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.
COMPUTING <i>CRC Articles</i> 16, 17	<u>Online Safety</u> The children will discuss online safety, looking at <i>Cyberpass</i> and privacy settings on online devices and apps when playing and downloading games. <u>Communication</u> The children will continue to learn how input and output devices work, researching how a computer program processes and digitises the input information and sends the information to the screen. They will use this information to navigate the I-Motion app/program to code text and make a stop frame animation.	
HISTORY <i>CRC Articles</i> 13, 17, 28, 29	<u>Ancient Egypt</u>	

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	Throughout Spring 1, the children will be learning about the achievements of Ancient Egyptians. They will analyse primary and secondary sources and the work of archaeologists who discovered hidden Egyptian tombs. As historians, the children will also identify what has been learnt from the discovery of these tombs and why artefacts such as these still benefit our knowledge today.	
GEOGRAPHY <i>CRC Articles</i> 24, 28, 29		<u>Earthquakes (China)</u> The children will begin this topic by identifying the layers that make up the Earth and will learn how to describe their properties. They will develop an understanding of where seismic activity occurs and determine patterns around the globe. Further to this, the children will develop an understanding of what an earthquake is, and the different tectonic activity that can contribute to this – whether it be a divergent plate boundary or a conservative, for example. Additionally, the children will learn about how seismic activity is measured and steps that countries such as China are taking in order to prevent severe damage – looking at animal activity, measuring gases and earthquake proofing.
ART <i>CRC Articles</i> 28, 29, 31		<u>Sculptures (Egyptian cartouche)</u> In Art this half term, the children will explore the artistic traditions of Ancient Egypt by studying the design and symbolism of cartouches. They will investigate how hieroglyphs were used as a form of written identity and protection, and analyse examples of Egyptian patterns, colours and motifs. Using their sketchbooks to develop their ideas, the children will design their own personalised cartouche, incorporating hieroglyphs and decorative borders. They will then create a final piece using clay or card relief techniques, developing their skills in sculpting, pattern work and applying metallic finishes. This unit strengthens their historical understanding while enabling them to create meaningful artwork inspired by an early civilisation.

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DT <i>CRC Articles</i> 28, 29, 31	<u>Cooking and Nutrition: Eating seasonally</u> The children will explain that fruits and vegetables grow in different countries based on their climate. They will understand that seasonal fruits and vegetables grow in a given season and understand that eating seasonal fruit and vegetables positively affects the environment. The children will then use design criteria to plan, make and then evaluate a seasonal salad.	
MUSIC <i>CRC Articles</i> 28, 29, 31	<u>Developing Notation Skills (continued)</u> This term, the children will continue to develop their musical notation skills. They will be exploring songs in different scales, such as G Major and F Major, learning how to recognise them and identify if a song is in a specific scale. The pupils will also 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. <u>Composition</u> During Spring 2, Year 3 will focus on composition. They will create their own class piece inspired by their topic.	
PE <i>CRC Articles</i> 28, 29, 31	<u>Outdoor PE – Handball</u> The children will continue to develop effective coordination skills by passing the ball and moving into spaces. They will learn the basics of effective catching and shooting and will continue to build up their teamwork skills. <u>Indoor PE – Dance</u>	<u>Outdoor PE – Football</u> The children in Year 3 practice passing and dribbling the ball, ball control and effective shooting. They will continue to work effectively and cooperatively within a team. <u>Indoor PE – Gymnastics</u>

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	The children will make dance sequences associated with robots and machines. They will work as teams to analyse their performances.	All children will practise frozen balance and fluid movement. They will explore these movements further, working in groups.
RE CRC Articles 2, 14	<u>Why is Jesus Important to Christians?</u> The children will identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives. They will use their religious knowledge to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.	<u>Why do Religious People Celebrate?</u> All children will reflect on what events are worth celebrating and the differences between religious festivals and other types of celebrations. They will then make comparisons between the two and identify the reasons behind a religious and a non-religious celebration.
PSHE CRC Articles 3, 4, 5, 12, 13, 19	<u>Dreams and Goals</u> • I can tell you about a person who has faced difficult challenges and achieved success • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can identify a dream or ambition that is important to me • I can imagine how I will feel when I achieve my dream or ambition • I enjoy facing new learning challenges and working out the best ways for me to achieve them • I can break down a goal into a number of steps and know how others could help me to achieve it • I am motivated and enthusiastic about achieving our new challenge • I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can recognise obstacles which might hinder my achievement and can take steps to overcome them • I can manage the feelings of frustration that may arise when obstacles occur	<u>Healthy Me</u> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can set myself a fitness challenge • I know that the amount of calories, fat and sugar I put into my body will affect my health • I know what it feels like to make a healthy choice • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know some ways to help myself when I feel poorly • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can express how being anxious or scared feels • I can identify when something feels safe or unsafe • I can take responsibility for keeping myself and others safe • I understand how complex my body is and how important it is to take care of it

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	• I can evaluate my own learning process and identify how it can be better next time • I am confident in sharing my success with others and can store my feelings in my internal treasure chest	I respect my body and appreciate what it does for me
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>The date</u> KS2/INTERMEDIATE TEACHING/THE DATE The children will be introduced to the days of the week, months of the year and numbers 1-31. They will then review and consolidate their knowledge so, by the end of this unit, they will have the knowledge and skills to say the date and when their birthday is in Spanish.	<u>I know</u> KS2/ EARLY LANGUAGE TEACHING/I KNOW During Spring 2, the children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of their lessons will be accompanied by a song that will help to consolidate their knowledge and understanding.
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	English: <i>What is belonging? How can we help someone to feel like they belong? Why is it important for us to feel like we belong?</i> Science: <i>Why is it important to look after our body?</i> Computing: <i>How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if we are concerned about something?</i> History: <i>How has modernisation benefitted us? How are we safer now?</i> Art: <i>How can we help the environment by using recycled materials?</i> Music: <i>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?</i>	English: <i>How do good relationships make us feel? Where does strength and confidence come from? What makes us human? What makes us similar/different? Why is empathy important?</i> Science: <i>How can magnets be used safely?</i> Computing: <i>How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if we are concerned about something?</i> Geography: <i>How can we stay safe in an urban environment?</i> DT: <i>Why is it important to create safe products for others to use?</i> Music: <i>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?</i>

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	PE: <i>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?</i> RE: <i>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?</i> PSHE: <i>Why is it important to have dreams and goals? How can we manage obstacles?</i>	PE: <i>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?</i> RE: <i>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?</i> PSHE: <i>Why is it important to stay healthy? Why is it important to look after yourself?</i>