

Gordon Primary School Curriculum Map – Year 3, Autumn 2026

	AUTUMN 1	AUTUMN 2
TOPIC	<i>Finding Friendship, Finding Home</i>	
KEY TEXTS	<i>FOX</i> by Margaret Wild <i>The Invisible Boy</i> by Trudy Ludwig <i>The Fox and the Wild</i> by Clive McFarland <i>Fantastic Mr Fox</i> by Roald Dahl <i>The Fox and The Star</i> by Coralie Bickford-Smith <i>Chicken Licken and The Red Hen</i> by Ladybird	<i>The Iron Man</i> by Ted Hughes <i>Iron Giants</i> poem by Will Read <i>The Lost Thing</i> by Shaun Tan <i>The Iron Woman</i> by Ted Hughes <i>War and Peas</i> by Michael Foreman <i>The Journey</i> by Francesca Sanna <i>Why?</i> by Nicolai Popov
ENGLISH <i>CRC Articles</i> 4, 12, 13, 14, 24, 27, 28, 29, 31, 32, 36	Philosophical thinking: • What makes someone a true friend? • Should trust be given or earned? Why? • Can a friendship survive after trust has been broken? Explain. • Does one bad choice make someone a bad person? • Can someone become a better person after making a bad choice? • What helps us make good decisions? • Can jealousy ruin friendships? • What makes somewhere feel like home? • Can difficult experiences make us stronger? • Can understanding someone's feelings change how we treat them? The children will explore <i>Fox</i> by Margaret Wild, using the story to develop a deeper understanding of friendship, trust, loyalty and forgiveness. Through rich discussion, they will consider the characters' choices, motivations and emotions, exploring themes such as belonging, jealousy, manipulation and resilience. They will reflect on how our actions have consequences and how mistakes can help us grow. Inspired by the book's open ending, the children will write the next chapter of the story, carefully developing Magpie's journey and resolution while remaining true to the themes and style of the original text. By the end of the book, the	Philosophical thinking: • What is belonging? • How can we help someone to feel like they belong? • Why is it important for us to feel like we belong? • Why do we have relationships? • 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? While exploring <i>The Iron Man</i> by Ted Hughes, the children will delve into the powerful themes of acceptance, belonging, friendship, courage, sacrifice and humanity. They will discuss how first impressions can often be misleading and consider what it truly means to be brave, to help others and to work together for the greater good. Through rich reading and discussion, the children will examine the characters' choices, motivations and relationships, making links to their own lives and the importance of kindness, resilience and empathy. Inspired by the text, the children will develop their writing skills while producing a newspaper report for a news webpage, recounting the dramatic events of the Iron Man's arrival and heroic actions. Throughout the unit, the children will build their understanding of narrative techniques, descriptive language and journalistic writing. By the end of the unit, the children will have developed a deeper understanding that courage, kindness

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	children will understand that true friendship is built on trust and kindness, that people are not defined by their mistakes, and that our choices shape who we become.	and acceptance can overcome fear and prejudice, and that working together can help us solve even the greatest challenges.
MATHS <i>CRC Articles</i> 28, 29	Place value, operations and measurement The children will develop their skills from Year 2 and will continue to develop mathematical skills with a focus on addition, subtraction multiplication and division. They will consolidate and develop their understanding of fractions using diagrams to show, equivalent fractions with small denominators They will measure, compare, add and subtract length (m/cm/mm) and continue to work on money and time as part of our measurement unit. Whilst developing this knowledge, they will solve multi-step problems in contexts, deciding which operations and methods to use and they will use estimation to check answers to calculations using the inverse operation. There will also be the continuous focus on consolidating times tables and arithmetic skills.	
SCIENCE <i>CRC Articles</i> 24, 28, 29	Rocks The children will find out about what is under their feet. They will explore the fascinating world of rocks by describing them and comparing their properties by carrying out exciting investigative activities. They will also discover how soil is formed from rocks and will investigate this further by conducting practical experiments. Hence, they will spend time during this topic asking factual questions and working scientifically.	Light The children will understand that they need light in order to see and that dark is the absence of light. They will investigate and observe that light is reflected from surfaces. The children will investigate how shadows are formed when light from a light source is blocked by an opaque object and will find patterns from the size of the shadows. They will also learn that light from the sun can be dangerous and how they can protect their eyes, along with how light can pollute the world they live in.
COMPUTING <i>CRC Articles</i> 16, 17	Computer Science – Creating a story The children will be able to explain what an input and output is using the Scratch program. They will create programs that meet specific aims. The children in Year 3 will be able to make the code bug scroll text, make an animation and create a story.	Communication – Typing skills and Publisher The children will develop 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> 17, 28, 29		Stone, Bronze and Iron Age

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		The children will explore the era of the Bronze, Stone and Iron ages, looking at what life would have been like during each of those times, finding out how tools were made from each age and how these were used in daily life.
GEOGRAPHY <i>CRC Articles</i> 24, 28, 29	Ilford – A Local Area Study The children will look at how Ilford has changed over time by looking at different maps and make comparisons between Ilford now and how Ilford used to be. Furthermore, the children will use their comparative skills to learn about Australian landscapes and how bushfires affect them.	
ART <i>CRC Articles</i> 28, 29, 31	Portraits The children will be creating their own classic self-portraits. They will develop their drawing skills by looking at classic portraits such as the Mona Lisa and The Girl with the Pearl Earring. Following on from this, they will explore the design and purpose of cave paintings. They will merge the two techniques together creating a classic portrait on the background of Stone Age art.	
DT <i>CRC Articles</i> 28, 29, 31		Mechanical Systems: Pneumatic Systems The children will design and make a moving product using a pneumatic system inspired by the characters from the book, The Promise.
MUSIC <i>CRC Articles</i> 28, 29, 31	Notation This term, the children will be developing their musical notation skills. They will be exploring songs in different scales, such as G Major and F Major and they will be learning how to recognise them and how to tell if a song is in a specific scale. They will learn about Sharps and Flats and	

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	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	Outdoor P.E. – Multi-Skills The children will be developing effective coordination skills by throwing and catching balls. They will learn the basics of attacking and defending and building up their teamwork skills. Indoor P.E. – Gymnastics The children in Year 3 will be practising rolling and balancing in a sequence of movements, which will further refine their coordination skills. They will present their final sequence to the rest of the class.	Outdoor P.E. - Athletics This half-term, the children will be practising sprinting and changing batons during class races. They will also learn how to do a Long and Triple Jump, Speed Bounce and use a Javelin. Indoor P.E. – Dance During Autumn 2, the children will develop different dance movements while working in a team. They will then present their final performances in groups to the rest of the class.
RE <i>CRC Articles</i> 2, 14	What Do Religions Teach About The Natural World And Why Should We Care About It? In R.E., the children will reflect on the importance of the world around them, what is worth celebrating and the differences between various religious outlooks about the natural world.	What Does It Mean To Be Hindu? Within the second half of the autumn term, the children will consider their own ideas about God and will describe what they learnt from the story of Diwali. They will describe the various Hindu gods and goddesses displayed on pictures and murtis. The children will then make links between the stories about the gods and what key messages these stories teach Hindus.
PSHE <i>CRC Articles</i> 3, 4, 5, 12, 13, 19	Being Me In My World • I recognise my worth and can identify positive things about myself and my achievements. • I can set personal goals • I value myself and know how to make someone else feel welcome and valued	Celebrating Differences • I understand that everybody's family is different and important to them • I appreciate my family/the people who care for me • I understand that differences and conflicts sometimes happen among family members

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	• I can face new challenges positively, make responsible choices and ask for help when I need it • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I understand why rules are needed and how they relate to rights and responsibilities • I know how to make others feel valued • I understand that my actions affect myself and others and I care about other people's feelings • I understand that my behaviour brings rewards / consequences • I can make responsible choices and act • I can work cooperatively in a group • I understand my actions affect others and try to see things from their points of view • I am choosing to follow the Learning Charter	• I know how to calm myself down and can use the 'Solve it together' technique • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better • I know that witnesses can make the situation better or worse by what they do • I can problem-solve a bullying situation with others • I recognise that some words are used in hurtful ways • I try hard not to use hurtful words • I can tell you about a time when my words affected someone's feelings and what the consequences were • I can give and receive compliments and know how this feels
FINANCE	<u>Ways To Pay and Keep Records</u> • I can describe ways of paying that doesn't involve cash • I understand the reasons for using different forms of payment • I know some different ways of keeping track of my money • I can plan and track my saving and spending, by keeping a simple record	<u>Saving, Spending, Priorities</u> • I know that the decisions I make about saving and spending my money can be influenced by and have an impact on other people • I can take account of other people's ideas and opinions when making decisions about saving and spending my money • I am beginning to understand that different people have different attitudes and feelings towards saving and spending money • I know how to prioritise between needs and wants
MFL SPANISH	Autumn 1- I am learning Spanish	Autumn 2- The classroom

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<i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	In this unit, the pupils will revise how to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. - Find Spain and South American countries on a map - Asking for and giving personal information - Numbers from 1-10 - Colours with correct spellings	By the end of this unit, the pupils will have the knowledge and skills to present, both orally and in written form, about what they have and do not have in their pencil cases and/or school bag, in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.
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 If we are going through difficulties, what can help us to get through them/to cope? Science How can we protect our eyes from sunlight? Computing 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? History How has modernisation benefitted us? How are we safer now? Art Why is it important to wear an apron when we paint? What do we need to do to our sleeves? How do we use paint/ink without splashing it on others? Why is art found to relax the mind? Why is it good to be creative? What does it enable us to feel? Do? Why is it good to be unique? Different? What does art mean to you?	English What is loneliness? When do we feel lonely? How does loneliness make you feel? Science How do we handle rocks safely? Computing 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? Geography How has climate change contributed to more environmental disasters? What can we do to reduce the impact of climate change? DT How can use tools safely? How do we carry and pass tools safely to others? Music

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	Music 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? PE 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? RE 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? PSHE Why is it good to be unique?	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? PE 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? RE 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? PSHE What are our strengths? What can you do if someone is being bullied?