



Curriculum Overview – Long Term Planning (2025-2026)

MATHS OVERVIEW

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A		Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money	Measurement Time			Geometry Shape		Statistics		Consolidation	



	AUTUMN Term 1 & Term 2	SPRING Term 3 & Term 4	SUMMER Term 5 & Term 6
MATHS OBJECTIVES	<p>Number – Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).</p> <p>Compare and order numbers up to 1,000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1,000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Number – Addition & Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>Number – Multiplication & Division (finish objectives from Term 2)</p> <p>Measurement – Length and Perimeter Measure, compare, add and subtract lengths (m/cm/mm).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Number – Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p>	<p>Number – Fractions (finish objectives from Term 4)</p> <p>Measurement – Money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Measurement – Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p> <p>Geometry – Properties of Shapes Recognise angles as a property of shape or a description of a turn.</p>



	<p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Number – Multiplication & Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Measurement – Mass and Capacity Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml).</p>	<p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2D shapes and make 3D shapes using modelling materials.</p> <p>Recognise 3D shapes in different orientations and describe them.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables.</p>
<p>ENGLISH</p>	<p>Term 1 Unit 1 – Diary Entries - <i>Matilda</i> (Roald Dahl)</p> <p>Unit 2 – Instructional Texts – <i>Stone Giant and Water Goblin</i> (Pie Corbett)</p> <p>Term 2 Unit 3 – Whole-school text – TBC</p> <p>Unit 4 – Adventure Stories – <i>Adventure at Sandy Cove</i> (Pie Corbett)</p>	<p>Term 3 Unit 5 – Story Writing – <i>Escape from Pompeii</i> (Christina Balit)</p> <p>Unit 6 – Poetry – <i>Magic Box</i></p> <p>Term 4 Unit 7 – Whole-school text – TBC</p> <p>Unit 8 – Comprehension and Grammar skills</p>	<p>Term 5 Unit 9 – Story Writing - <i>Jack and the Beanstalk</i></p> <p>Unit 10 – Non-Chronological Reports – <i>Linked to Rivers topic</i></p> <p>Term 6 Unit 11 – Descriptive story writing – <i>Rhythm of the Rain</i> (Grahame Baker-Smith)</p> <p>Unit 12 – River poetry</p>

Year Group 3



<p>READING</p> <p>Daily whole-class and independent reading.</p> <p>Vocabulary will be pre-taught for class texts.</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Matilda • Class Novels chosen by teacher • Guided Reading <p>Term 2</p> <ul style="list-style-type: none"> • Whole-school text • Class Novels chosen by teacher • Guided Reading 	<p>Term 3</p> <ul style="list-style-type: none"> • Escape from Pompeii • Class Novels chosen by teacher • Guided Reading <p>Term 4</p> <ul style="list-style-type: none"> • Whole-school text • Class Novels chosen by teacher • Guided Reading 	<p>Term 5</p> <ul style="list-style-type: none"> • Jack and the Beanstalk • Class Novels chosen by teacher • Guided Reading <p>Term 6</p> <ul style="list-style-type: none"> • Rhythm of the Rain • Class Novels chosen by teacher • Guided Reading
<p>COMPREHENSION</p>	<p>Terms 1 & 2</p> <ul style="list-style-type: none"> • Understanding words • Finding information • Identifying the main idea • Sequencing 	<p>Terms 3 & 4</p> <ul style="list-style-type: none"> • Finding similarities and differences • Predicting • Concluding • Summarising 	<p>Terms 5 & 6</p> <ul style="list-style-type: none"> • Inferring • Cause and effect • Fact or opinion • Point of view and purpose
<p>GRAMMAR AND PUNCTUATION</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Alphabet and using a dictionary • Capital letters and full stops • Statements, commands, questions, exclamations • Nouns, verbs and adjectives • Conjunctions • Fronted adverbials • A and an • Commas in a list • Singular and plural nouns <p>Term 2</p> <ul style="list-style-type: none"> • Adverbs • Revision: nouns, verbs and adjectives • Phrase and clause • Expanded noun phrases • Apostrophes for contraction • Inverted commas for direct speech 	<p>Term 3</p> <ul style="list-style-type: none"> • Prepositions • Revision: nouns, verbs, adjectives, adverbs • Subordinate clauses • Apostrophes for singular possession • Revision: inverted commas for speech <p>Term 4</p> <ul style="list-style-type: none"> • Revision: nouns, verbs, adjectives, adverbs, prepositions • Simple past and present tenses • Progressive past and present tenses 	<p>Term 5</p> <ul style="list-style-type: none"> • Conjunctions • Revision: nouns, verbs, adjectives, adverbs and prepositions • Revision: inverted commas for speech • Headings and sub-headings • Present perfect tense <p>Term 6</p> <ul style="list-style-type: none"> • Revision: nouns, verbs, adjectives, adverbs and prepositions • Common and proper nouns • Subordinating and coordinating conjunctions • Paragraphs • Revision: expanded noun phrases

Year Group 3



<p>SPELLING</p> <p>One weekly spelling lesson teaching spelling rules, to ensure full coverage of the National Curriculum.</p>	<p>Terms 1 & 2</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 1. Suffixes 2. Prefixes 3. Apostrophes for contraction 4. Rarer GPCs 5. Homophones 6. Prefixes 'mis' and 're' 7. The /ɪ/ sound spelt 'y' 	<p>Terms 3 & 4</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 1. Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' 2. Revision of 'ness' and 'ful' suffixes following a consonant 3. Prefixes 'sub' and 'tele' 4. Words with the /ʃ/ sound spelt 'ch' as well as 's', 'ss(ion/ure)' 5. Suffixes 'ness', 'less', 'ful' and 'ly' 6. Revision of suffixes ('ed', 'ing', 's', 'es', 'ed', 'ing', 's' and 'es') 	<p>Terms 5 & 6</p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> 1. Prefixes 'super' and 'auto' 2. Words with the /k/ sound spelt 'ch' 3. Suffix 'ly' with root words ending in 'le' and 'ic' 4. Revision of vowel digraphs 5. The /ʌ/ sound spelt 'ou' 6. Revision of any other rules
<p>HANDWRITING PROGRESSION</p>	<p style="text-align: center;"> Pencil grip and posture The anticlockwise letters: <i>a, c, d, g, o, q</i> The tall letters: <i>b, d, f, h, k, l, t</i> The long letters: <i>f, g, j, p, q, y</i> The lumpy letters: <i>h, m, n, r</i> The vowels: <i>a, e, i, o, u</i> The other letters: <i>v, w, x, z</i> The capital letters: <i>A-Z</i> </p>		
<p>SCIENCE</p>	<p><u>Term 1: Rocks and fossils</u> Igneous, sedimentary and metamorphic</p> <p><u>Term 2: Animals, including humans</u> Food groups, skeletons and muscles</p>	<p><u>Terms 3: Forces and Magnets</u> Pushes, pulls, magnetism and gravity</p> <p><u>Term 4: Light</u> How it travels and shadows</p>	<p><u>Term 5: Living things</u> Lifecycle, naming parts of plants and seed dispersal</p> <p><u>Term 6: Scientific enquiry</u> Fair tests, controls and variables</p>
<p>COMPUTING</p>	<p><u>Term 1: Connecting computers</u> Knowledge about digital devices</p> <p><u>Term 2: Basic computer skills</u> Word Processing skills</p>	<p><u>Term 3: Programming A</u> Sequencing sounds</p> <p><u>Term 4: Online safety</u> Project evolve</p>	<p><u>Term 5: Animation</u> Creating an animation in Zu3D</p> <p><u>Term 6: Programming B</u> Events and actions in programs</p>
<p>HISTORY</p>	<p>Roman Britain</p>		

Year Group 3



GEOGRAPHY	Local Area		Rivers
PE	Term 1: Yoga Term 2: Dance	Term 3: Fitness Term 4: Gymnastics	Term 5: Tennis Term 6: Outdoor athletics
GAMES	Term 1: Handball Term 2: Tag rugby, football & netball	Term 3: Tag rugby, football & netball Term 4: Tag rugby, football & netball	Term 5: Cricket & rounders Term 6: Cricket & rounders
ART & D.T.	<u>Term 1</u> Hundertwasser <u>Term 2</u> Art linked to whole-school book Christmas pop-ups	<u>Term 3</u> Roman Mosaics <u>Term 4</u> Art linked to whole-school book Roman Catapults	<u>Term 5</u> Monet – Water lilies (watercolour) <u>Term 6</u> Healthy pizzas
R.E.	<u>Term 1</u> What do different people believe about God? <u>Term 2</u> What does it mean to be a Christian living in Britain today?	<u>Term 3 & 4</u> Festivals	<u>Term 5</u> Praying <u>Terms 6</u> The Bible
FRENCH	Term 1+2: Phonics/ I am learning French	Term 3+4: Animals	Term 5+6: Instruments
MUSIC	Term 1: Creating compositions in response to an animation (Theme: Mountains) Term 2: Developing singing technique (Theme: the Vikings)	Term 3: Ballads Term 4: Pentatonic melodies and composition (Theme: Chinese New Year)	Term 5: Jazz Term 6: Traditional instruments and improvisation (Theme: India)
PSHE	<u>Term 1 – Trust</u> <i>We will act responsibly and honestly to earn the trust of each other at Amherst School.</i> <ul style="list-style-type: none"> • Classroom rules • School council • Water safety • Active citizens • Zones of Regulation <u>Term 2 – Kindness</u>	<u>Term 3 – Determination</u> <i>We will work hard to do our best even when things are difficult.</i> <ul style="list-style-type: none"> • Growth mindset • Resilience and inspirational people • Mental health awareness • Financial awareness <u>Term 4 – Politeness</u>	<u>Term 5 – Fairness</u> <i>We will treat everyone as our equal(s) at Amherst School.</i> <ul style="list-style-type: none"> • Rights and responsibilities • Diversity • Mental wellbeing • Bullying <u>Term 6 – Co-operation</u>

Year Group 3



	<p><i>We will treat everybody and everything with care and respect at Amherst School.</i></p> <ul style="list-style-type: none"> • Family units • Anti-bullying • Self-kindness • Bereavement • Family changes 	<p><i>We will be well-mannered and courteous towards everyone at Amherst School.</i></p> <ul style="list-style-type: none"> • Speaking and listening • Manners • Table manners • Compliments • The environment • Personal hygiene 	<p><i>We will all work together to include each other as a team at Amherst School.</i></p> <ul style="list-style-type: none"> • Communities • Transition • Cooperation • Diversity • Change
<p>PROVISIONAL TRIPS / VISITORS</p>	<p><u>Autumn 1</u> Rocks Day at Amherst</p> <p><u>Autumn 2</u> Pantomime</p>	<p><u>Spring 1</u></p> <p><u>Spring 2</u> Roman Day at Amherst</p>	<p><u>Summer 1</u></p> <p><u>Summer 2</u> Rivers trip</p>