Year Group 3	**Medium Term Overview**	**Term and Year** Summer 2026

PSHCE +

Being a Caring Citizen: we will begin a new topic which links to our golden rule 'show respect for ourselves, others and the environment'. We will build on work done earlier in the year about kindness and focus on how to play a positive part in our community. In Year 3 this will focus on learning about the terms 'citizen' and 'citizenship' and reflecting on ways that they could participate in society.

Health and Relationships: We will be learning about the differences between males and females, naming body parts, considering personal space, and learning about different types of families as well as who to go to for help.

CURRICULUM DRIVER FOCUS: Global and local Community-Migration

History Topic	**Ancient Egypt:** We will focus on the attitudes, beliefs, and ways of life of Ancient Egypt- which seem very remote to us today. Then build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. We will learn about the Ancient Egyptian Kingdoms and what Ancient Egyptian society was like. We will prove that the Egyptians were skilled farmers and engineers and that Ancient Egyptians were the most influential civilisation of ancient times. We will explain why the pyramids were built and learn about what the Ancient Egyptians believed about life after death. We will list some influential artefacts from the Ancient Egyptian era and describe what an archaeologist does. We will investigate Ancient Egyptian gods and their influence on Egyptian daily life. Finally we will think about what the Ancient Egyptians taught us - what can we learn from them?	**Art** **Sculpture:** Children will Investigate, analyse and interpret natural and manmade forms of construction. Consider light and shadow, space and size. Shape, form, model and construct from observation and or imagination with increasing confidence. Have an understanding of different adhesives and methods of construction. **Key Artists:** **Barbara Hepworth** **Anish Kapoor** **Yayoi Kusama**	**RE** This term we will be focusing on Islam and exploring the following questions: Does praying at regular intervals help Muslims in their everyday lives? What is the best way for a Muslim to lead a good life? Within our enquiries we will explore the idea of commitment and reflect on what commitments we have in our lives. We will also consider what living a good life means to us and reflect on actions a muslim might take to lead a good life.
Geography Topic	**The River Nile:** Following on from our Rivers topic last term we will be branching out and taking this learning a little bit further, looking at Rivers of the World, and in particular the River Nile. We will look at how the Nile shaped life of the Ancient Egyptians, as well as its continued importance for Modern day Egypt. We will think about how rivers are useful to us. **Local Fieldwork Investigation:** Later this term we will plan our own fieldwork enquiry and think about what information we want to find out and how best to investigate. We will carry out local fieldwork sketches and studies, based on the land use of our local area, and improvements we'd like to see happen.		

English / Guided Reading **Narrative:** **Focus books :** We will look at **Alice's Adventures in Wonderland by Lewis Carroll (version by Jeanne Willis and Ross Collins)** Children will respond to Alice's Adventures in Wonderland. They will find out more about the settings and characters within Wonderland, focusing on Alice. Children will explore setting descriptions and practise using a range of prepositions to tell the reader where things are within the setting. They will also use the five senses and power of three to describe a setting. Children will then learn how to correctly use inverted commas to show when a character begins, and stops talking, with the support of scaffolds. Children will learn why paragraphs are used to organise ideas around a theme. They will then begin drafting their own setting descriptions focusing on prepositions to tell the reader where the character is within the setting. Then we will look at **Moomin Mail by Amanda Li** to learn how to write **instructions.** We will learn that instructions are easy to follow, simple steps or sentences for the reader to understand – these might be numbered, written in time (or chronological) order so that the reader acts in the correct sequence or order. Sometimes it includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions. We will also learn how to write these instructions using command sentences. Finally we will look at the book called**' Iron Man' by Ted Hughes** where we will write our own narrative, consolidating story shapes to help guide the plot structure. We will create interesting story openings and endings whilst using simple past tense. We will use sound and other senses in our writing to develop a clear picture for the reader to develop mood. We will use dialogue to introduce a character and tell the reader more about them. **Guided Reading:** we will be continuing to read a range of both nonfiction and fiction texts this term in Guided Reading. We will be starting with some reading based on Egypt, including **The Egyptian Cinderella** and finish off the year with **Charlotte's Web by E.B. White.**	**PE** **Tennis:** Children will learn how to hit a tennis ball over the net into the correct space and direction with power and distance. They will start to develop an understanding of how to outwit their opponent by varying the speed, height and and direction they strike the ball. **Athletics:** Children will explore their running for speed and acceleration. We will iIntroduce / develop relay by running for speed in a team. In throwing children will learn to use accuracy vs distance. They will do standing long jumps. **Cricket:** Children will learn how to throw an overarm ball with power and distance. Pupils will also develop an understanding of how to throw a ball accurately underarm and how to catch. They will learn why they need to strike the ball with intent to score runs and pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.	**Music** **Unit 1: Just three notes** Pieces: *Musica ricercata* (György Ligeti), *Drumming part IV* (Steve Reich) In this unit we will learn how to make simple yet effective music using just a handful of elements, how to read and understand notation to capture compositions, and how to structure ideas. **Unit 2 : Samba** Pieces: Fanfarra (Cabua-le-le) and Cagalenha by Sérgio Mendes.This unit explores call-and-response through word rhythms, and body and vocal percussion. It also gives a snapshot into samba and carnival. **Unit 3: Minor and major chords** Pieces: Fly with the stars. Fly with the stars is a song in an electronic dance style, based on a verse/chorus structure using two chords – A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills.
Maths **Number- Fractions:** making the whole, tenths and counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects, equivalent fractions ,comparing fractions, ordering fractions, adding fractions and subtracting fractions.	**DT** Key Learning **Structures**: Investigating, designing and making shell structures. Our final product will	**MFL** **French:** as well as common everyday language we will be learning about Les fruites

Measurement- Time: Recap: O'clock and half past, quarter past and quarter to and the hours in a day. Telling the time to 5 minutes and to the minute. Using a.m. and p.m. and looking at the 24-hour clock. Finding the duration and comparing durations. Measuring time in seconds. **Mass and capacity:** Measuring and comparing mass and capacity. Comparing volume and measuring temperature. **Geometry:** Properties of shapes. Turns and angles. Right angles in shapes. Comparing angles. Drawing accurately. Horizontal and vertical Parallel and perpendicular lines. Recognising and describing 2-D shapes. Recognising and describing 3-D shapes. Making 3-D shapes.	be making a box to transport Egyptian artefacts safely.	Petit Chaperon Rouge (Little Red Riding Hood).
Science We will finalise our learning of **Animals including humans,** looking at skeletons and their function and how muscles work, and then we will move onto**:** **Plants and growing:** Helping Plants Grow will include learning about seeds and seed dispersal, roots, shoots and leaves. We will be carrying out an investigation to measure how much light seeds need to grow successfully. This unit will teach the children to work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings. Furthermore, they will have a chance to predict what will happen in an investigation into the transportation of water within plants.		
Computing **Branching databases:** Children will be able to create a branching database which includes suitable text, titles and gathering of appropriate images from online and importing them. **Simulations:** Using 2Simulate, children can analyse and evaluate information relating to the situations in the activities. **Graphing:** Children will also explore the ways of presenting data so that it can be graphically represented. **Presentation:** Children can create a presentation about Rivers or the Egyptians using Google Slides		