



Y3 Foundation Subject Curriculum Coverage Autumn 2026

History – What major changes took place between the Stone Age and the Iron Age?

I can understand developments from the Ice Age to the end of the Stone Age, including Palaeolithic, Mesolithic and Neolithic Stone Age.
I can explain how Stone age humans survived by using sharp stone tools to hunt and kill animals, such as mammoths.
I can use relevant historical terms and vocabulary linked to chronology.

Music – Melodic Mountains

I can sing in time in a group.
I can combine movement and singing.
I can use my body to represent changes in pitch.
I can explain how dynamics can change the mood of music.
I can draw a picture to represent a melody.
I can define and compose using steps and leaps.
I can compose a melody.

Computing – Networks and the internet and Scratch

I can explain what a network is and its purpose
Identifying the key components within a network, including whether they are wired or wireless
I can recognise links between networks and the internet
I can recognise how to make coding more efficient.
I can remix existing code.

PE – Basketball/Netball

I can defend and shoot in a team game.
I can dribble and pass in a team game.
I can communicate tactics with teammates.
I can apply appropriate tactics to invasion game situations in order to defend/attack/regain possession.

Gymnastics

I can compose and perform a movement sequence independently and with others.
I can link combinations of actions with increasing confidence.
I can use turns whilst travelling in a variety of ways.

DT – Textiles (stockings)

I can identify different types of stitch – cross stitch and applique (patch)
I can understand how to develop an adaptation of an initial design.
I can plan a sequence of actions to make a product.
I can specify a design to make it more appealing to a specific target group.
I can evaluate my product against a criteria.

Geography – What makes the Earth angry?

I can identify the locations of some of the World's volcanoes and earthquakes.
I can explain how earthquakes are formed.
I can identify different parts of a volcano.
I can use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.

Jigsaw

Being Me in My World

I can understand that I am important.
I can recognise self worth.
I can recognise feelings of happiness, sadness, worry and fear in themselves and others
I can set a personal goal.

Celebrating Difference

I know that everyone's families is different.
I know what to do if they think bullying is, or might be taking place
I can show appreciation for my families, parents and carers

Art – Paper sculptures

I know that Origami is the art of paper-folding.
I know that Joan Miro was a Spanish painter and sculptor.
I can bend and fold paper in a way that turns it from 2D to 3D.
I can use artists as inspiration for my own work.

Religion and Worldviews – Why remember?

Key Faiths – Christianity, Sikh and Humanism

Key festivals and celebrations: Diwali, Remembrance Day and Christmas.

I know some of the stories celebrated at festivals in different religions.

I can explain the meaning behind the celebrations and rituals of different faiths.

I can compare the experience of participating in a religious festival or celebration around the world.

I can reflect and share how religious celebrations and rituals have impacted on the community.



Science

Rocks and soils – What different types of rocks are there?

Chemistry:

I know that a rock is a naturally occurring material.

I can explain that different rocks have different properties.

I can explain that rocks can be hard or soft.

I can explain how fossils are formed when things that have lived are trapped within rock.

I know the difference between igneous, metamorphic and sedimentary rock.

I can describe soil profile (topsoil, subsoil rocky soil and bedrock) and how this relates to permeability.

Working Scientifically:

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can devise tests to explore the properties of rocks and use data to rank the rocks.

I can link rocks changing over time with their properties e.g. soft rocks get worn away more easily.

I can present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, stop-go animation etc.

I can identify plant/animal matter and rocks in samples of soil.

I can devise a test to explore the water retention of soils.

Forces

Physics :

I know that friction affects the way that things move on different surfaces.

I know that some forces need contact between two objects e.g push, pull, twist (opening a door, pushing a swing), but magnetic forces can act at a distance.

I know that magnets attract or repel each other and attract some materials and not others (magnetic, non-magnetic).

I know and can describe magnets as having two poles.

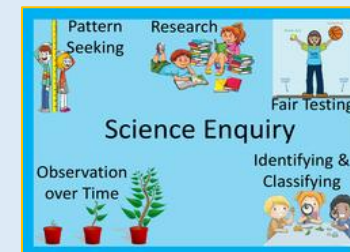
I know whether two magnets will attract or repel each other, depending on which poles are facing (opposite poles attract, same poles repel).

Working Scientifically:

I can record and report on findings from investigations, involving how things move on different surfaces

I can compare and group materials following magnetic testing, recording findings and use the outcome to answer questions about which materials are magnetic.

I can make and investigate predictions on whether two magnets will attract or repel, depending on which poles are facing.





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Primary School**

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Y3 Foundation Subject Key Vocabulary Autumn 2026



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History Vocabulary

Ancient, archaeologist, artefact, circa, civilisation, discovery, extinct, flint, hearths, land clearance, Neolithic, Mesolithic, Palaeolithic, neanderthal, nomad, Skara Brae, Cheddar Man.

Art Vocabulary

Origami, paper folding, intricate, sculptor, bend, fold, inspire

Music Vocabulary

Pulse, Rhythm, Pitch, Dynamics, Tempo, Duration

Science Vocabulary

Rocks and Soil

Appearance, physical, properties, fossils, trapped, organic matter, grains, crystals, microscope, sedimentary soils, absorb, natural, bedrock, decaying, palaeontology, igneous, permeable, impermeable, imprint, porous, magma, prehistoric, manmade, preserve, metamorphic, pressure, mineral, rock, molten, sediment, volcano, weathered

Magnets and Forces

Attract, repel, position, friction, gravity, resistance, magnet, magnetic field, surface, motion, twist, non-magnetic, opposite, force, magnetic, materials, poles, direct contact

RE Vocabulary

belonging, ritual, peace, universal, festival, celebration, remembrance
Christianity, Sikhi, Humanism, Christmas, Diwali

Geography Vocabulary

Eruption, aftershock, tsunami, magma, crust, tectonic plate, magnitude, Richter scale, landslide, fault line, fissure, eruption, ring of fire

DT Vocabulary

applique, cross-stitch, cushion, decorate, detail, fabric, patch, seam, stuffing

Computing Vocabulary

Computing systems and networks 1:
Networks and the internet: desktop, device, DSL (digital subscriber line), file, internet, laptop, network, network map, network switch, router, server, submarine cables, The Cloud, WiFi, wired, wireless, wireless access points

Programming: Scratch: animation, application, code, code block, debug, decomposition, interface, loop, predict, program, remixing code, repetition code, review, Scratch, sprite, tinker

Jigsaw Vocabulary

Welcome,		Valued,
Achievements,	Proud,	Pleased,
Personal Goal,	Praise,	Acknowledge,
Affirm,	Emotions,	Feelings,
Nightmare,	Fears,	Worries,
Solutions,	Support,	Rights,
Responsibilities,	Learning	Charter,
Dream,		Behaviour,
Rewards,	Consequences,	Actions,
Fairness,	Choices,	Co-Operate,
Group Dynamics,	Team Work,	View
Point, Ideal School,	Belong	



PE Vocabulary

space, travel, direction, warm up, cool down, stretch, teamwork, respect, communication, challenge, movement, health, wellbeing, exercise, fitness, analysis, sequence, evaluation, performance, apparatus, flexibility, agility, posture, dismount, consistency, coordination, control, accuracy, reflection, technique, rhythm, speed, level





Y3 English Curriculum Coverage Autumn 2026

Reading

- I can read words with prefixes and suffixes.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I will prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I will discuss words and phrases that capture the readers interest and imagination.
- I will check that the text makes sense, discussing my understanding.
- I will explain the meaning of words in context.
- I will ask questions to improve my understanding of a text.
- I will draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I will justify my inferences with evidence – words taken from the text.
- I will predict what might happen from details stated and implied.
- I will identify main ideas drawn from more than one paragraph and summarise these.
- I will look at how language, structure, and presentation contribute to meaning.
- I will read non-fiction books to help me study and record what I have learned.
- I will participate in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say.

Grammar

- I will learn to use the first two or three letters of a word to check its spelling in a dictionary.
- I will practise writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- I will choose nouns carefully to be precise.
- I will learn how to use fronted adverbials.
- I will learn how to express time, place and cause using **conjunctions** [for example, when, before, after, while, so, because.]
- I will learn how to express time, place and cause using **adverbs** [for example, then, next, soon, therefore.]
- I can express time, place and cause using **prepositions** [for example, before, after, during, in, because of.]
- I will learn about using the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.]
- I will learn how to use 'a or an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box.]
- I will learn what a vowel and a consonant is.
- I will learn to use and punctuate direct speech including understanding the term inverted commas.

Handwriting

- I will practise the diagonal and horizontal strokes that are needed to join letters.
- I will learn which letters, when adjacent to one another, are best left unjoined.
- I will increase the legibility, consistency and quality of my handwriting.

Writing

- I will plan my writing using different genre models and know the structure of that writing.
- I will plan my writing by discussing and recording ideas.
- I will learn to say my sentences out loud before I write them to make sure they make sense.
- I will draft and write in narratives, creating settings, characters and plot.
- I will draft and write in non-narrative form, using simple organisational devices [for example, headings and sub-headings].
- I will take advice from my teacher and my friends to make changes and improve my sentences.
- I will learn to suggest improvements to my grammar and vocabulary myself.
- I will learn how to use pronouns to avoid repetition.
- I will check through my work to check for spelling and punctuation errors.
- I will read my work aloud to the class in a way that is clear.
- I will learn how to use paragraphs as a way to group related material.

Spelling

- The /ow/ sound spelled 'ou.'
- The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
- The /i/ sound spelled with a 'y.'
- Words with endings that sound like /ze/
- Words with endings that sound like /ch/ i
- Words with the prefix 're-' 're-'
- The prefix 'dis-'
- The prefix 'mis-'
- Adding suffixes
- Adding suffixes with double consonants
- Challenge words – Year 3 statutory words.



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Y3 Mathematics Curriculum Coverage and Key Vocabulary Autumn 2026



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Place Value

Represent numbers to 100
Tens and ones using addition
Hundreds
Represent numbers to 1,000
100s, 10s and 1s
Number line to 1,000
Find 1, 10, 100 more or less than a given number
Compare objects to 1,000
Compare numbers to 1,000 Order numbers

Vocabulary

Count (on/up/to/from/down)
Before, after
More, less, many, few, fewer, least, fewest, smallest, greater, lesser
Equal to, the same as
Odd, even
Pair
Units, ones, tens
Ten more/less
Digit
Numeral
Figure(s)
Compare
(In) order/a different order
Size
Value
Between, halfway between
Above, below
Numbers to one hundred
Hundreds
Partition, recombine
Hundred more/less
Numbers to one thousand



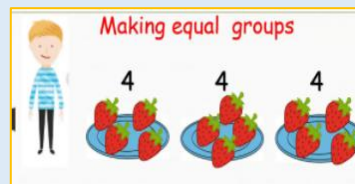
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Multiplication and Division

Multiplication – equal groups
Multiplication using the symbol
Using arrays
2 times-table
5 times-table
Make equal groups – sharing
Make equal groups – grouping
Divide by 2
Divide by 5
Divide by 10
Multiply by 3
Divide by 3
The 3 times table
Multiply by 4
Divide by 4
The 4 times table
Multiply by 8
Divide by 8
The 8 times table



Vocabulary

Odd, even
Count in twos, threes, fives
Count in tens (forwards from/backwards from)
How many times?
Lots of, groups of
Once, twice, three times, five times
Multiple of, times, multiply, multiply by
Repeated addition Array, row, column
Double, halve
Share, share equally, Equal groups of
Group in pairs, threes, etc.
Divide, divided by, left, left over
Multiples of four, eight, fifty and one hundred
Scale up

Addition and subtraction

Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100
Add a 2-digit and 3-digit numbers – crossing 10 or 100
Subtract a 2-digit number from a 3-digit number – crossing 10 or 100
Add two 3-digit numbers – not crossing 10 or 100
Add two 3-digit numbers – crossing 10 or 100
Subtract a 3-digit number from a 3-digit number – no exchange
Subtract a 3-digit number from a 3-digit number – exchange
Estimate answers to calculations
Check answers

Vocabulary

Number bonds, number line
Add, more, plus, make, sum, total, altogether
Inverse
Double, near double
Half, halve
Equals, is the same as (including equals sign)
Difference between
How many more to make...?, how many more is...than...?, how much more is...?
Subtract, take away, minus
How many fewer is...than...?, how much less is...?
Column addition and subtraction

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.

