



Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
<p>History</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: To investigate and interpret the past.</p> <p>TC2: To build an overview of world history.</p> <p>TC3: To understand chronology.</p> 	<p>What changes occurred in Britain from the Stone Age to the Iron Age?</p> <p><i>Main Events, Food and Farming</i></p> <p><i>New learning</i></p> <p>TC1/M1: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC3/M2: Place events, artefacts and historical figures on a time line using dates.</p> <p>TC3/M2: Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>History of interest to pupils: Who were the Suffragettes?</p> <p><i>Main events, Society</i></p> <ul style="list-style-type: none"> - <i>Prior learning links: KS1 significant person - Rosa Parks</i> - <i>Links with English texts: see Y3 Spring 1 text map</i> <p>TC1/M1: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC1/M2: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>TC1/M2: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>TC2/M2: Describe the characteristic features of the past – attitudes and experiences of men, women and children.</p> <p>TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>How did the building of the Roman Empire impact on Britain?</p> <p><i>Main events, location</i></p> <ul style="list-style-type: none"> - <i>Prior learning links: Y3 Autumn – What changes occurred in Britain from the Stone Age to the Iron Age</i> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past.</p> <p>TC1/M2: Suggest causes and consequences of some of the main events and changes in history.</p> <p>TC2/M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>TC3/M2: Use dates and terms to describe events.</p> <p>TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society.</p>
<p>TC4: To communicate historically.</p>	<p>M2: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
<p>Geography</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: To investigate places.</p> <p>TC2: To investigate patterns.</p> <p>TC3: To communicate geographically.</p> 	<p>The UK <i>Location, Techniques</i> <i>Prior learning links: KS1 local area</i></p> <p>TC1/M1: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>TC1/M2: Name and locate counties and cities of the United Kingdom</p> <p>TC1/M2: Explain own views about locations, giving reasons.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC2/M2: Describe how the locality of the school has changed over time.</p> <p>TC2/M2: Identify the position and significance of the Prime/Greenwich Meridian and time zones.</p>	<p>Land use and settlements of the UK <i>Human processes; Physical features</i> <i>Prior learning links: Y3 Autumn – The UK</i></p> <p>TC1/M2: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>TC1/M2: Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC3/M2: Describe key aspects of human geography, including: settlements and land use.</p>	<p>Earthquakes and Volcanoes <i>Location; Physical features</i> <i>Prior learning links: Y3 Spring – Land use and settlements</i></p> <p>TC1/M2: Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>TC2/M2: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describing some of the characteristics of these geographical areas.</p> <p>TC3/M2: Describe key aspects of physical geography: earthquakes and volcanoes</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC3/M3 Describe geographical diversity across the world.</p>


Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
Science CQ Threshold Concepts Biology B1: Understand plants B2: Understand animals and humans B3: Investigate living things B4: Understand evolution and inheritance Chemistry C1: Investigate Materials Physics P1: Understand movement, forces and magnets P2: Understand the Earth's movement in space P3: Investigate light and seeing P4: Investigate sound and hearing P5: Understand electrical circuits	Chemistry - Rocks <i>Builds on Y1 - Plants</i> TCS1/M2: Compare and group together different kinds of rocks on the basis of their simple, physical properties. TCS1/M2: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). TCS1/M2: Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. TCS1/M2: Recognise that soils are made from rocks and organic matter. Biology – Understand Animals and Humans <i>Builds on Y1 and Y2 – Animals, including humans</i> TCB2/M2: Identify that animals, including humans need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. TCB2/M2: Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Physics - Forces and Magnets <i>New learning</i> P1/M2: Compare how things move on different surfaces. P1/M2: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. P1/M2: Observe how magnets attract or repel each other and attract some materials and not others. P1/M2: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. P1/M2: Predict whether two magnets will attract or repel each other, depending on which poles are facing. Scientific Enquiry - March Science Week M2: Ask relevant questions. M2: Set up simple, practical enquiries and comparative and fair tests. M2: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. M2: Gather, record, classify and present data in a variety of ways to help in answering questions. M2: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. M2: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. M2: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. M2: Identify differences, similarities or changes related to simple, scientific ideas and processes.	Biology – Understand Plants <i>Builds on Y1 - Plants</i> TCB1/M2: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. TCB1/M2: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. TCB1/M2: Investigate the way in which water is transported within plants. TCB1/M2: Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Physics - Light <i>New learning</i> P3/M2: Recognise they need light in order to see things and that dark is the absence of light. P3/M2: Notice that light is reflected from surfaces. P3/M2: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. P3/M2: Recognise that shadows are formed when light source is blocked by a solid object. P3/M2: Find patterns in the way that the size of shadows change.

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
		M2: Use straightforward, scientific evidence to answer questions or to support their findings.	
Scientific Enquiry 	M2: Ask relevant questions. M2: Set up simple, practical enquiries and comparative and fair tests. M2: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. M2: Gather, record, classify and present data in a variety of ways to help in answering questions. M2: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. M2: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. M2: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. M2: Identify differences, similarities or changes related to simple, scientific ideas and processes. M2: Use straightforward, scientific evidence to answer questions or to support their findings.		

Overdale Junior School Curriculum 2025-2026
Year 3


	Unit 1	Unit 2	Unit 3
Art & Design <u>CQ Threshold Concepts</u> TC1: Develop Ideas	TC1/M2: Develop ideas from starting points throughout the curriculum TC1/M2: Collecting information, sketches and resources TC1/M2: Explore ideas in a variety of ways TC1/M2: Comment on art works using visual language		
TC2: Master Practical Skills TC3: Take Inspiration from the greats	<p>Topic: All Work and No Play Style and Period: Genre Painting (Work Life) Artist/Artisan: L.S Lowry</p> <p>TC3/M2: Replicate some of the techniques used by notable artists, artisans and designers. TC3/M2: Create original pieces that are influenced by studies of others.</p> <p>TC2: DRAWING <i>Effects, Techniques, Media and Materials</i> M2: Use different hardness of pencils to show line, tone and texture. M2: Annotate sketches to explain and elaborate ideas M2: Sketch lightly. M2: Use shading to show light and shadow. M2: Use hatching and cross hatching to show tone and texture.</p> <p>TC2: PAINT <i>Colour Theory, Effects, Techniques, Media and Materials</i> M2: Mix colours effectively. M2: Use watercolour paint to produce washes for backgrounds, then add detail. M2: Experiment with creating mood with colour.</p> <p>STONE AGE DAY: TC2: SCULPTURE (Clay) <i>Media and Materials, Techniques</i></p>	<p>Topic: Cultural Tradition in Art Style and Period: Ghanaian Folk Art Artist/Artisan: Contemporary West African artists</p> <p>TC3/M2: Create original pieces that are influenced by studies of others.</p> <p>TC2: TEXTILES <i>Colour Theory, Techniques, Media and Materials</i> M2: Create weavings. M2: Shape and stitch materials. M2: Use cross stitch and back stitch.</p> <p><u>Design and Technology</u> <u>TC1/M2:</u> <ul style="list-style-type: none"> Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. </p>	<p>Topic: Abstract Art Style and Period: Abstract Art Artist/Artisan: Wassily Kandinsky</p> <p>TC3/M2: Replicate some of the techniques used by notable artists, artisans and designers. TC3/M2: Create original pieces that are influenced by studies of others.</p> <p>TC2: SCULPTURE <i>Colour Theory, Techniques, Media and Materials</i> M2: Create and combine shapes to create recognisable forms (e.g. shapes from nets or solids). M2: Include texture that conveys feelings and expression. M2: Add materials to provide interesting detail.</p> <p>TC2/M2: DIGITAL MEDIA <i>Effects, Media and Materials</i> M2: Create images, video and sound recordings and explain why they were created.</p>

Overdale Junior School Curriculum 2025-2026
Year 3

	Unit 1	Unit 2	Unit 3
	M2: Use clay and other mouldable materials.		
Design and Technology CQ Threshold Concepts TC1: Master practical skills TC2: Design, make, evaluate and improve TC3: Take inspiration from design throughout history.	2.1 What is design and technology? <i>Design inspiration, design process</i> TC2/M2: Design with purpose by identifying opportunities to design. TC3/M2: Identify some of the great designers in all of the areas of study to generate ideas for design.	2.4 Linked levers – Mechanisms: Fold away safety barrier <i>Technical knowledge, practical knowledge, design inspiration, design process</i> <i>Builds upon Y2 prior learning on levers</i> TC1/M2: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). TC1/M2: Select appropriate joining techniques.	2.6 Frame Structures: Truss bridge <i>Technical knowledge, practical knowledge, design inspiration, design process</i> TC1/M2: Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. TC1/M2: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). TC1/M2: Select appropriate joining techniques.
		TC2/M2: Design with purpose by identifying opportunities to design. TC2/M2: Make products by working efficiently (such as by carefully selecting materials). TC2/M2: Refine work and techniques as work progresses, continually evaluating the product design. TC3/M2: Improve upon existing designs, giving reasons for choices. TC3/M2: Disassemble products to understand how they work. TC3/M2: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.	

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
Food Technology with Mrs Cooper (6 week block)	Fruit skewers/smoothies, Welsh Rarebit, Rock Cakes, French bread pizza, Sandwiches and wraps TC1/M2: Prepare ingredients hygienically using appropriate utensils. TC1/M2: Measure ingredients to the nearest gram accurately. TC1/M2: Follow a recipe. TC1/M2: Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).		
Computing <i>Y3 Scheme – Purple Mash</i> <u>CQ Threshold Concepts</u> TC1: Code (Using Scratch) TC2: Connect TC3: Communicate TC4: Collect 	See separate doc.		

Overdale Junior School Curriculum 2025-2026
Year 3



	Unit 1	Unit 2	Unit 3
Music <u>CQ Threshold Concepts</u> TC1: Perform TC2: Compose TC3: Transcribe TC4: Describe Music	20th Century Music TC1/M2: Perform <ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others TC2/M2: Compose <ul style="list-style-type: none"> Create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. TC3/M2: Transcribe <ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. TC4/M2: Describe <ul style="list-style-type: none"> Use the terms: beat, tempo, to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. Voice TC1/ M2: Perform <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. 	Recorder TC1/ M2: Perform <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. TC2/ M2: Compose <ul style="list-style-type: none"> Create repeated patterns with a range of instruments. Choose, order, combine and control sounds to create an effect. TC3/M2: Transcribe <ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. TC4/M2: Describe <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	Recorder TC1/ M2: Perform <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. TC2/ M2: Compose <ul style="list-style-type: none"> Create repeated patterns with a range of instruments. Choose, order, combine and control sounds to create an effect. TC3/M2: Transcribe <ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. TC4/M2: Describe <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.

Overdale Junior School Curriculum 2025-2026
Year 3

	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others. 		
Singing Assembly	TC1/M2: Perform <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 		
Languages (French) <i>Catherine Cheater – Y3 SOW</i> <u>CQ Threshold Concepts</u> TC1: Read fluently TC2: Speak Confidently TC3: Write Imaginatively TC4: Understand the culture of the countries in which the language is spoken	<u>What is French and where is it spoken</u> Speak confidently and listen actively TC4/M1: Understand a range of spoken phrases. TC4/M1: Understand standard language (asking for words or phrases to be repeated) TC4/M1: Answer simple questions and give basic information. TC4/M1: Give responses to questions about every day events. TC4/M1: Pronounce words showing a knowledge of sound patterns. Read fluently TC1/M1: Read out loud everyday words and phrases. TC1/M1: Use phonic knowledge to read words. TC1/M1: Read and understand short written phrases. TC4/M1: Read out loud familiar words and phrases. TC4/M1: Use books or glossaries to find out the meanings of new words. Write Imaginatively	<u>Fruit and Opinions</u> Speak confidently and listen actively TC4/M2: Understand the main points from spoken passages. TC4/M2: Ask others to repeat words or phrases if necessary. TC4/M2: Ask and answer simple questions and talk about interests. Read fluently TC1/M2: Read and understand the main points in short written texts. TC1/M2: Use a translation dictionary or glossary to look up new words. Write Imaginatively TC3/M1: Write one or two short sentences. TC3/M1: Write short phrases used in everyday conversations correctly.	<u>Colours</u> Speak confidently and listen actively TC4/M2: Take part in discussions and tasks. TC4/M2: Demonstrate a growing vocabulary. Read fluently TC1/M2: Read short texts independently. Write Imaginatively TC3/M2: Write a few short sentences using familiar expressions. TC3/M2: Express personal experiences and responses. TC3/M2: Write short phrases from memory with spelling that is readily understandable.

Overdale Junior School Curriculum 2025-2026

Year 3


	Unit 1	Unit 2	Unit 3
	<p>TC3/M1: Write or copy every day words correctly. TC3/M1: Label items and choose appropriate words to complete short sentences.</p>		
	<p>Understand the culture of countries in which the language is spoken</p> <p>TC4/M1</p> <ul style="list-style-type: none"> Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. Show awareness of the social conventions when speaking to someone. <p>TC4/M2</p> <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. 		
<p>PE</p> <p>GetSet4PE Scheme of Work</p> 	<p><u>Ball skills</u></p> <ul style="list-style-type: none"> - To develop dribbling skills with hands and feet - To develop tracking and catching skills -To develop tracking and throwing skills -To develop tracking and kicking skills -To track a ball that is not sent directly to me -To apply sending and receiving skills in games <p><u>Fundamentals</u></p> <ul style="list-style-type: none"> - To develop balance and apply it to other fundamental movement skills - To understand how the body moves differently at different speeds - To develop technique when changing speed - To develop agility using a change of speed and direction - To develop technique and control when jumping, hopping and landing - To apply fundamental skills to a variety of games <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - To be able to create interesting point and patch balances 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> - To learn how to score points in a striking and fielding game - To develop batting to score points - To develop fielding skills to limit the batter's score - To understand the role of a bowler - To develop my understanding of tactics and begin to use them - To apply skills and knowledge to play games using cricket rules <p><u>Dance</u></p> <p>(Machines)</p> <ul style="list-style-type: none"> - To create actions in response to a stimulus and move in unison with a partner - To create actions to move in contract with a partner or interact with a partner - To select and link appropriate actions and dynamics to show our dance idea <p>(Superpowers)</p> <ul style="list-style-type: none"> - To remember, repeat and create actions around a theme 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> - To develop the sprinting technique and improve on your personal best - To develop changeover technique in relay events - To develop jumping technique in a range of approaches and take off positions - To develop throwing for distance and accuracy - To develop throwing for distance in a pull throw - To develop officiating and performing skills <p><u>Fitness</u></p> <ul style="list-style-type: none"> - To understand how balance helps us in everyday life - To understand how co-ordination helps us in everyday life - To understand how strength helps us in everyday life - To understand how speed helps us in everyday life - To understand how agility helps us in everyday life - To understand how stamina helps us in everyday life <p><u>Tennis</u></p> <ul style="list-style-type: none"> - To develop racket and ball control - To explore rallying using a forehand

Overdale Junior School Curriculum 2025-2026

Year 3


	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> - To develop stepping into shape jumps with control - To develop the straight, barrel and forward roll - To be able to transition smoothly into and out of balances - To create a sequence on apparatus using matching and contrasting - To create a partner sequence using the skills I have learnt and including a hoop <p><u>OAA</u></p> <ul style="list-style-type: none"> - To develop co-operation and teamwork skills - To develop trust and teamwork - To involve all team members to work towards a shared goal - To develop trust whilst listening to others and following instructions - To be able to identify objects, draw and follow a simple map - To draw a route using directions, orientate a map and navigate around a grid 	<ul style="list-style-type: none"> - To understand and use formations - To structure a dance to represent a theme <p><u>Tag rugby</u></p> <ul style="list-style-type: none"> - To learn the correct techniques for handing a rugby ball - To develop throwing, catching and running with the ball - To learn how to defend by taking an attacker's tag - To develop an understanding of defending as a team - To explore attacking skills to get closer to the try line - To apply rules and skills to small sided games <p><u>Yoga</u></p> <ul style="list-style-type: none"> - To explore poses that challenge my balance - To create a flow using poses that challenge my balance - To explore poses that challenge my flexibility - To create a flow using poses that challenge my flexibility - To explore poses that challenge my strength - To create a flow using poses that challenge my strength 	<ul style="list-style-type: none"> - To explore returning the ball using a forehand - To explore returning the ball using a backhand - To learn how to score and use simple rules - To work co-operatively with others to begin to manage a game <p><u>Basketball</u></p> <ul style="list-style-type: none"> - To understand the role of an attacker when in possession - To learn how to maintain possession whilst dribbling - To develop passing and moving to support my team - To understand the role of a defence and explore ways to gain possession - To understand that scoring goals is an attacking skill and learn how to do this - To apply skills and knowledge to compete in a tournament
<p>RE</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Understand beliefs and teachings</p> <p>TC2: Understand practices and lifestyles</p> <p>TC3: Understand how beliefs are conveyed</p>	<p>What do Christians learn from the creation story?</p> <p>TC2/M2: Identify religious artefacts and explain how and why they are used.</p> <p>TC2/M2: Explain some of the religious practices of both clerics and individuals.</p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>TC3/M2: Identify religious symbolism in literature and the arts.</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>TC4/M2: Give some reasons why religious figures may have acted as they did.</p> <p>How do festivals and family life show what matters most to Sikhs?</p> <p>TC1/M2: Present the key teachings and beliefs of a religion.</p> <p>TC1/M2: Refer to religious figures and holy books to explain answers.</p>	<p>What kind of world did Jesus want?</p> <p>TC2/M2: Explain some of the religious practices of both clerics and individuals.</p> <p>How & why do people try to make the world a better place?</p> <p>TC2/M2: Describe religious buildings and explain how they are used.</p> <p>TC3/M2: Identify religious symbolism in literature and the arts.</p>

Overdale Junior School Curriculum 2025-2026
Year 3

	Unit 1	Unit 2	Unit 3
			
<p>TC4: Reflect</p> <p>TC5: Understand values</p>	<p>TC4/M2:</p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed actions. <p>TC5/M2:</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behavior. • Describe how some of the values held by communities or individuals affect behavior and actions. • Discuss and give opinions on stories involving moral dilemmas. 		
<p>Personal Development (PSHE, RSE)</p> <p><i>Cambridgeshire Primary Personal Development Programme Y3/4</i></p> <p>1 – Citizenship 2- Myself and my relationships 3- Healthy and safer lifestyles</p>	<p>2 - Beginning and Belonging – AUTUMN 1</p> <p>Making the classroom safe</p> <ul style="list-style-type: none"> • Contribute to discussions about how to make the classroom a place where they can learn safely and happily. <p>Building relationships</p> <ul style="list-style-type: none"> • Contribute to approaches and activities for building collaborative relationships within their class. <p>Coping with new situations</p> <ul style="list-style-type: none"> • Recognise the emotions involved in being in a new situation. • Know how to make new people feel welcome in the class and in the school. • Know what might be helpful for them if they are in a new situation. <p>Sources of support</p>	<p>1 – Diversity and communities – SPRING 1</p> <p>Exploring my identity</p> <ul style="list-style-type: none"> • Explore what makes up their identity and that of other people. <p>Valuing difference</p> <ul style="list-style-type: none"> • Know some of the different views, lifestyles and beliefs people have. • Know about different national, religious, ethnic communities that exist in the UK. • Understand how to value difference and respect diversity. • Understand what stereotypes are and know some ways to challenge them. <p>Exploring my community</p> <ul style="list-style-type: none"> • Describe what groups and communities exist around them and which they are part of. • Know about some of the roles of people in the community. 	<p>3 – Relationships and Sex Education – SUMMER 1</p> <p>Body knowledge</p> <ul style="list-style-type: none"> • Know scientific names for male and female sexual parts and use them confidently. <p>Body functions and changes</p> <ul style="list-style-type: none"> • Understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. <p>Body awareness and image</p> <ul style="list-style-type: none"> • Value their own body and recognize its uniqueness. <p>Personal hygiene</p> <ul style="list-style-type: none"> • Understand the benefits of carrying out regular personal hygiene routines. • Consider who is responsible for their personal hygiene now, and how this will change the future. <p>Illness/disease prevention</p>

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> Identify people in their support networks, whom they know in different contexts of their lives. Know when they might need help, how to ask for it and have some ideas about how to help other people in different situations. <p>2 - My Emotions – AUTUMN 2</p> <p>Understanding and managing feelings</p> <ul style="list-style-type: none"> Recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. <p>Understanding and managing the impact of feelings</p> <ul style="list-style-type: none"> Understand some of the ways emotions may affect our interactions with others. <p>Concentrating on one emotion</p> <ul style="list-style-type: none"> Think about their worries and decide what they might do about them. Know when they should share a worry and have some strategies to start conversations about their worries. <p>Getting support</p> <ul style="list-style-type: none"> Be able to get support when they need it. <p>Impact of feelings on actions</p> <ul style="list-style-type: none"> Understand the 'fight or flight' response and how it might affect them. 	<ul style="list-style-type: none"> Explore what support is available in the community to people who need it. <p>What is the media?</p> <ul style="list-style-type: none"> Understand the different forms the media takes and some of what it does. <p>Caring for the environment, animals and plants</p> <ul style="list-style-type: none"> Understand some of the needs of and show how to care for local environment. Know about the needs of animals, and the responsibilities of humans towards them. Recognise what is important when choosing pets and to understand their care needs. <p>1 – Working together – SPRING 1</p> <p>Recognising and developing strengths and skills</p> <ul style="list-style-type: none"> Recognise their own worth and identify positive things about themselves and others. Identify skills they need to and would like to develop. Experience learning a new skill as a class and reflect on that process. <p>Developing communication skills</p> <ul style="list-style-type: none"> Understand and practice some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills. <p>Developing group work skills</p> <ul style="list-style-type: none"> Understand and develop effective group work skills, including problem solving and decision making. Know how different people can contribute in different ways to a group task. <p>Applying communication and group work skills</p>	<ul style="list-style-type: none"> Understand a range of ways illnesses and diseases, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. <p>3 - Managing Risk</p> <p>Risky situations</p> <ul style="list-style-type: none"> Identify physical, social and emotional risks. Understand that pressure to act in a risky way might come from people they know. <p>Reactions to risk</p> <ul style="list-style-type: none"> State possible physical and mental reaction to different risks. <p>Strategies in risky situations</p> <ul style="list-style-type: none"> Develop a range of strategies to aid decision making in risky situations. Know some ways to reduce risk in a variety of situations. Recognise some of the causes of accidents and ways to prevent them. <p>Receiving and giving help</p> <ul style="list-style-type: none"> Suggest someone they would tell in different risky situations. Recognise an emergency and take suitable action.

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
	<ul style="list-style-type: none"> Recognise some of the strengths and personal qualities of themselves and others. Understand that how we feel can affect how we tackle things and whether or not we find them difficult. Know some strategies to move from an uncomfortable state to a more positive one. <p>Calming and relaxing</p> <ul style="list-style-type: none"> Recognise when they are becoming upset or angry and have some good strategies to help them calm down. <p>Problem solving</p> <ul style="list-style-type: none"> Use the 'problem-solving process' without help sometimes. 	<ul style="list-style-type: none"> Apply communication and group work skills in a real situation. Persevere at a task, even when faced with difficulties. <p>Evaluation and feedback skills</p> <ul style="list-style-type: none"> Evaluate a group task, including their own and others' contribution, the overall process and final results. Give feedback sensitively and receive it from others. 	
Across all units	<p>Processing the learning</p> <ul style="list-style-type: none"> Understand what they have learned and be able to share it with others. 		
<p>Communication/Oracy</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Listen carefully and understand</p> <p>TC2: Develop a wide and interesting vocabulary</p> <p>TC3: Speak with clarity</p> <p>TC4: Tell stories with structure</p>	<p>Gather and share information</p> <p><i>Foundation subject presentation to small group</i></p> <p>TC2/M2:</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p>Understand and reason</p> <p><i>Group debate – links with R.E.</i></p> <p>TC5/M2:</p> <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	<p>Organise and structure ideas</p> <p><i>Presentation to whole class</i></p> <p>TC2/M2:</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. <p>TC3/M2:</p> <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>
	TC1/M2:		

Overdale Junior School Curriculum 2025-2026

Year 3

	Unit 1	Unit 2	Unit 3
--	--------	--------	--------

TC5: Hold conversations and debates

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.

TC4/M2:

- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.

