

Year 3

Shine Brightly Curriculum

Spring 2026

Overview of the spring term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Sculpture & 3D Unit: Modroc and wire sculptures	Focus: Online Safety Focus: Emails	Focus: Nutrition Unit: Healthy Eating	Focus: Animals Focus: Carnival and numbers	Focus: Geographical Skills and Fieldwork Unit: Bristol as a City	Unit: The Discovery of Tutankhamun's Tomb Golden Thread: Monarchy and Power	Focus: Composing Unit: Creating music with a beginning, middle and end
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Gymnastics Netball	Focus: Unit: Dreams and Goals Unit: Healthy Me	Focus: Christianity Unit: Incarceration, God the Son Salvation	Focus: Animals including Humans Focus: Plants	Fiction: Tin Forest Arthur and the Golden Rope Non-fiction: Robot Information text Newspaper Report Sword in the stone Poetry: Robots in schools Excalibur, the magic sword	Fiction: The Iron Giant King Arthur Non-fiction: Information about robots (Information) Newspaper report about the sword and the stone (Recount) Poetry:	Fractions Measurement



As artists in Year 3, we are learning:

Art

Term: Spring

Unit: Modroc and wire sculpture

As artists, we are learning to explore different movements and artists linked to sculpture.

As artists, we are learning to develop skills in using wire to create sculptures.

As artists, we are learning to use Modroc to build up a sculpture.

As artists, we are learning to create a 3D dynamic sculpture.

As artists, we are learning to evaluate our artwork.

Composite: To take photos against a green screen to create a gallery scene – write an artistic review.



As technologists in Year 3, we are learning:

Computing

Term: Spring

Focus: Online Safety

As technologists, we are learning to know what makes a safe password and understand how to keep them safe.

As technologists, we are learning to understand how a blog can be used to help us communicate with a wider audience.

As technologists, we are learning to consider if what can be read on sites is always true.

As technologists, we are learning about the meaning of age restrictions on sites.

Composite: To email learning summary to peers and class teacher.



As technologists in Year 3, we are learning:

Computing

Term: Spring

Focus: Email

As technologists we are thinking about the different methods of communication.

As technologists, we are learning to open and respond to an email.

As technologists, we are learning to write an email to someone from an address book.

As technologists, we are learning to learn how to use email safely.

As technologists, we are learning to add an attachment to an email.

As technologists, we are learning to explore a simulated email scenario.

Composite: To email an attachment to a friend.



As designers in Year 3, we are learning:

D.T

Term: Spring

Unit: Healthy Eating

As designers, we are learning about the importance of a balanced diet.

As designers, we are learning to investigate and evaluate different shop bought wraps.

As designers, we are learning to prepare and evaluate different combinations of ingredients.

As designers, we are learning to design a healthy wrap.

As designers, we are leaning to make a healthy wrap.

As designers, we are evaluating our wrap.

Composite: To create a class recipe book to share with families.



As linguists in Year 3, we are learning:

French

Term: Spring 1

Focus: Animals

As linguists, we are learning to understand some animal nouns in French

As linguists, we are learning to recognise animal nouns in plural

As linguists, we are learning to say what animals I have

As linguists, we are learning to tell someone what my favourite animal is

As linguists, we are learning to listen to and join in a story about animals

As linguists, we are learning to model to write a simple story about animals

Composite: To create a small book about animals.



As linguists in Year 3, we are learning:

French

Term: Spring 2

Focus: Carnival and Numbers

As linguists, we are learning to about French traditions and take part in a carnival celebrations

As linguists, we are learning to write some numbers between 1 and 16.

As linguists, we are learning to say and write numbers up to 20

As linguists, we are learning to ask and answer, “How old are you?”

As linguists, we are learning to take part in simple dialogue about myself, using familiar questions and answers

As linguists, we are learning to understand Easter vocabulary

Composite: To apply knowledge and take part in a French Easter hunt.



As geographers in Year 3, we are learning:

Geography

Term: Spring

Unit: Bristol as a City

As geographers, we are learning to explore the features of an OS Map and locate the city of Bristol.

As geographers, we are learning to explore the definition of a city and the associated features within Bristol.

As geographers, we are learning to explore key landmarks and their location within Bristol.

As geographers, we are learning to explore the route the River Avon takes through Bristol.

As geographers, we are learning to explore the population of Bristol.

As geographers, we are learning to present our understanding of Bristol and what makes it a city.

Composite: To present an information poster / leaflet about Bristol as a City.



As historians in Year 3, we are learning:

History

Term: Spring

Unit: The Discovery of Tutankhamun's Tomb

Golden Thread: Monarchy and Power

As historians, we are learning to understand why Howard Carter was excavating in Egypt.

As historians, we are learning to explore the artefacts that were found in Tutankhamun's tomb.

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As historians, we are learning to explore the process of mummification.

As historians, we are learning to understand the significance of the discoveries made in Tutankhamun's tomb.

As historians, we are learning to present our learning in a newspaper report.

Composite: To present our learning on Tutankhamun and his tomb as newsreaders.



As musicians in Year 3, we are learning:

Music

Term: Spring

Focus: Creating music with a beginning, middle and end

As musicians, we are learning to listen and appraise music

As musicians, we are learning what improvisation is.

As musicians, we are learning to structure musical ideas.

As musicians, we are learning to improvise in response to different stimuli.

As musicians, we are learning to compose by combining rhythmic notation with letter names to create rising and falling phrases

As musicians, we are learning to compose a song using accompaniments on untuned percussion.

Composite: Children perform their class piece of music to another class using simple rhythms and improvisation.



As a sports person in Year 3, we are learning:

P.E

Term: Spring

Focus: Gymnastics

As sports people, we are learning to develop point and patch balances on apparatus.

As sports people, we are learning to develop stepping into shape jumps using apparatus.

As sports people, we are learning to include rolls in sequence work using apparatus.

As sports people, we are learning to be able to transition smoothly in and out of balances using apparatus.

As sports people, we are learning to create a sequence on apparatus using matching and contrasting

As sports people, we are learning to create a partner sequence using the skills that I have learnt and apparatus.

Composite: To perform and evaluate partner sequences.



As a sports person in Year 3, we are learning:

P.E

Term: Spring

Focus: Netball

As sports people, we are learning to understand the role of an attacker when in possession.

As sports people, we are learning to develop movement skills to lose a defender.

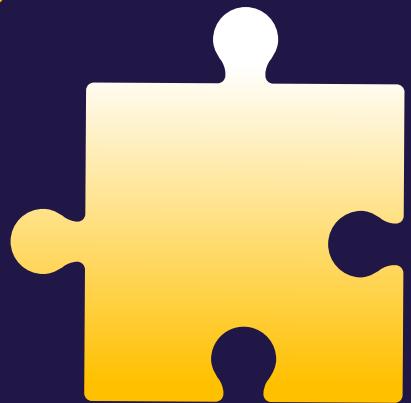
As sports people, we are learning to understand the scoring goals is an attacking skill and learn how to do this.

As sports people, we are learning to understand the role of defender.

As sports people, we are learning to remember that intercepting is a defending skill and explore ways to do this.

As sports people, we are learning to apply skills and knowledge to play games using netball rules.

Composite: To apply skills and knowledge to play games using netball rules.



As successful citizens in Year 3, we are learning:

PSHE

Term: Spring

Focus: Dreams and Goals

As a successful citizen we can tell you about a person who has faced difficult challenges and achieved success

As a successful citizen we can identify a dream/ambition that is important to me

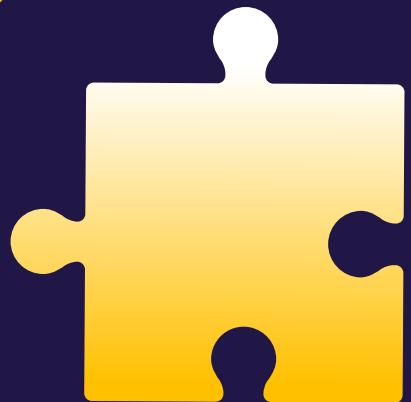
As a successful citizen we enjoy facing new learning challenges and working out the best ways for me to achieve them

As a successful citizen we can be motivated and enthusiastic about achieving our new challenge

As a successful citizen we can recognise obstacles which might hinder my achievement and take steps to overcome them

As a successful citizen we can evaluate my own learning process and identify how it can be better next time

Composite: To present their ambition to the rest of the class.



As successful citizens in Year 3, we are learning:

PSHE

Term: Spring

Focus: Healthy Me

As a successful citizen we understand how exercise affects my body and know why my heart and lungs are such important organs

As a successful citizen we know that the amount of calories, fat and sugar I put into my body will affect my health

As a successful citizen we can tell you my knowledge and attitude towards drugs

As a successful citizen we know some strategies for keeping myself safe, who to go to for help and how to call emergency services

As a successful citizen we can identify when something feels safe or unsafe

As a successful citizen we understand how complex my body is and how important it is to take care of it

Composite: To create a poster about how to look after your body.



As theologists in Year 3, we are learning:

R.E

Term: Spring

Focus/Unit: Christianity-
Incarnation, God the Son

As theologists, I can explain what I think a miracle is.

As theologists, I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper).

As theologists, I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man).

As theologists, I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man).

As theologists, I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation.

As theologists, I can talk about a miracle I would like to see happen in the world today.

Composite: To create a class collage of miracles they would like to see happen in the world today.



As theologists in Year 3, we are learning:

R.E

Term: Spring

Focus/Unit: Christianity-Salvation

As theologists, I can explain how somebody might rescue or help others in a difficult situation.

As theologists, I can start to say why Jesus' death might be important to Christians because of what happened at the Last Supper.

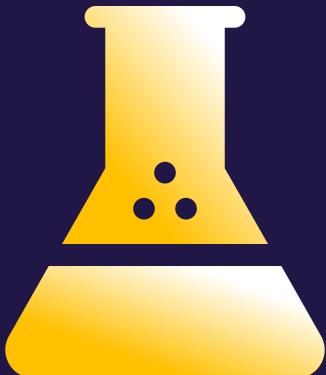
As theologists, I can start to say why Jesus' death might be important to Christians because of what happened after the Last Supper.

As theologists, I can start to say why Jesus' death might be important to Christians because of what happened on Good Friday.

As theologists, I can reflect on what I think might or might not be good about the story of Easter as a rescue

As theologists, I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing.

Composite: To write an information text, outlining the significant events of the Easter story.



As scientists in Year 3, we are learning:

Science

Term: Spring

FOCUS: Animals including Humans

As scientists, we are learning about why living things need food.

As scientists, we are learning to explore the nutrients in different foods.

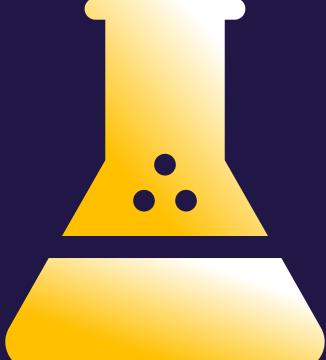
As scientists, we are learning to identify different bones.

As scientists, we are learning about the functions of bones.

As scientists, we are learning the functions of muscles.

As scientists we are learning to investigate an enquiry question.

Composite: To write an information text on human skeletons, muscles and health.



As scientists in Year 3, we are learning:

Science

Term: Spring

Focus: Plants

As scientists, we are learning to explore the requirements of plants to live and grow.

As scientists, we are learning to identify the parts of a plant.

As scientists, we are learning about the functions of the stem.

As scientists, we are learning the parts and functions of a flower.

As scientists, we are learning to research pollination and seed dispersal.

Composite: To answer an enquiry question: How do you grow a garden?