

**Class 3 Curriculum Overview- Summer Term 2026**  
**Main Curriculum Theme: The Anglo-Saxons and Vikings**

**Special Events:**

An Anglo-Saxon and Viking workshop with Woodmatters, Windermere  
Well-being Workshops Timberthwaite outdoor adventure day

**Collective Worship Themes: Service and Thankfulness**

**Language**

**Literacy**

We will explore books linked to our history topic: How to be a Viking by Cressida Cowell and I Was There: 1066 The Norman Conquest by Jim Eldridge. We will use these books to explore understanding of the texts and we will then write in different genres based on ideas from the texts. We use the Read Write Inc scheme to deliver spelling lessons and Letterjoin to practise handwriting skills.

**Spanish**

Spanish culture

- To know Spanish traditions (including holidays)
- To compare Spain and the UK
- To explore foods eaten in Spain and be able to name them in Spanish
- To name traditional Spanish clothing

**Maths**

In maths, we will be learning about:

**Decimals:** Tenths and hundredths on a place value chart; Tenths and hundredths as fractions and decimals; Half and quarter as decimals; Ordering decimals and rounding to the nearest whole number

**Shape:** Identifying and ordering angles; Types of lines; Triangles and quadrilaterals; Drawing polygons; Symmetry; 3D shapes

**Statistics:** Interpret and draw bar charts; Interpret and draw line graphs; two way tables; collect and represent data

**Position and direction:** Use coordinates; Draw 2D shapes on a grid; Translate shapes on a grid and describe translation on a grid

**Money:** Write money as decimals; Add and subtract money; Convert pounds and pence; Find change

**Time:** Tell time to 5 and 1 minute intervals; Read digital times; Convert between analogue and digital times; Convert between 12 and 24 hour clock times; Use am and pm; hours, minutes and seconds; years, months, weeks and days

**Science and Technology**

**Science: Light and Sound**

This term we will learn:

- That light is needed to see things

- That light can be reflected
- To recognise how shadows are formed and how they can change
- To identify how sounds are made
- To recognise that vibrations travel through a medium into the ear
- To find patterns in the pitch and volume of sounds
- **Computing: Repetition in shapes**

We will:

- Look at repetition and loops within programming
- Create programs by planning, modifying, and testing commands
- Create shapes and patterns using Logo, a text-based programming language.

#### **Design and Technology: 2D shape to 3D product**

This term we will learn:

- About the properties and uses of a range of different fabrics
- To explore and practise different sewing stitches
- To make a small bag using specific criteria

## The Arts

### **Art: Textiles (linked with Design and Technology work)**

The children will learn:

- To use materials in effective and decorative ways
- To use sewing skills to join fabrics together
- To use weaving skills as part of our work on Anglo-Saxons and Vikings

**Drama:** A variety of drama techniques will be used to help children develop a deeper understanding of our class texts and its plot and characters. These include: role playing, hot seating and freeze frames.

**Music:** The children will take part in weekly singing. They will also have sessions with Mrs Aldridge to learn about the piano and keyboard.

## Humanities

### **Religious Education:**

**Key Questions:** Where do Christian religious beliefs come from? What does joining the Khalsa mean to Sikhs? The children will compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians. The children will also be finding out about the 5 Ks (Panj Kakar), which are five physical symbols of faith initiated by Guru Gobind Singh in 1699 for initiated (Khalsa) Sikhs.

### **History: The Anglo-Saxons and Vikings**

The children will learn about:

- Who the Picts and Scots were and where they lived
- Using historical evidence to draw a conclusion about the person buried at Sutton Hoo
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon society and culture

- Edward the Confessor and his death in 1066

### **Geography: Coasts**

The children will learn:

- To find out what coasts are and how they are formed
- To find out about the physical features of coasts and the processes of erosion that affect them
- To be able to identify different types of beaches
- To be able to use maps and secondary sources to research and describe coastal areas
- To learn how changes in land use will affect people and the environment in different ways

## **Health and Wellbeing**

### **Personal, Social, Health, Emotional Education and Citizenship**

WE will be learning about the environment and how we should protect it. We will also be finding out about how we get money, what we spend money on and the importance of saving it. After half term we will be thinking about celebrating ourselves and our talents, and how to collaborate with others to achieve success.

### **Physical Education:**

**Y3/4 will have Mrs Towe on a Monday for PE and Mr Blair on a Tuesday**

**Y3/4 PE Summer 1 Mondays: Athletics in preparation for sports day.**

Learners will:

- Apply techniques for improving running, throwing and jumping (standing long jump, javelin, sprint, long distance and hurdles)
- Work on running at a speed appropriate to the distance they are running and run further in less time
- Work on improving performance and fitness through practise
- Know the rules for the running, throwing and jumping events in sports day
- Time/measure a peer and help them to record their results and work on improving their own personal best
- Warm up a peer and show an understanding of safe and effective warm up movements appropriate to Athletics
- To know and demonstrate safe technique when executing Athletic skills and explain what good safe technique is when executing movements
- Recognise a change in heart rate, temperature and breathing rate and give reasons why PE is good for health
- Become more comfortable with competing against others and accept healthy competition against a peer and be a good sportsman
- Watch videos of Athletics to help understand what Athletics is. Name some of the events.

**PE Summer 1 Tuesdays: Fielding and Striking Games.**

Learners will:

- Know that Cricket and Rounders are both Fielding and Striking Games
- Understand the different roles (batting and fielding)
- Use running, throwing, catching in isolation and in combination
- Work on ball control (sending and receiving a ball)
- Understand the need to work safely in Rounders and Cricket and know what a safe warm up looks like

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- Explain that changes happen within their body during exercise (specifically temperature change and heart rate), and give reasons why PE is good for health
- Explain that being active and healthy is important and understand why
- Understand that to be effective in a game you need good teamwork. Pass effectively between players and see opportunities to run into a space to receive a ball and opportunities to pass it on to others.
- Feel comfortable with competing against others. Play fairly and honestly.
- Explain good tactics for Cricket and Rounders.

### **Y3/4 PE Summer 2 Mondays: Outdoor Adventure Activities**

Learners will:

- Follow a map in a familiar context (school grounds) to complete simple orienteering activities. Understand why we need maps and different types of maps.
- Offer suggestions to their team on how to resolve a problem
- Work well with a team to achieve cooperative activities and competitive against other teams
- Share what they think went well and what they need to improve on
- Understand, follow and give directions of up, down, left, right, forward, backwards, under, over and N,S,E,W and how we can use these to direct others
- Take part in a one-day Outdoor Adventure Activity Day in an unfamiliar context (off school grounds) involving gorge scrambling and caving
- Work well with a team to ensure a successful outcome for the team
- Accept healthy competition against a peer and be a good sportsman and a great team player
- Become familiar with new activities and have an awareness of what Outdoor Adventure Activity is

### **PE Summer 2 Tuesdays: Games: Ball Skills Basketball**

Learners will:

- Continue to apply and develop a broader range of ball skills in particular working with others to attempt to get the ball through a net to score against another team
- To use running, throwing, catching in isolation and in combination
- Enjoy communicating, collaborating and competing with each other
- Develop strength, technique, control and balance through activities
- Play mini competitive games and apply principles of attacking and defence playing fairly
- Accurately pass a ball to someone else and become more successful at catching the ball
- See opportunities to run into a space to receive a ball and see opportunities to pass it on to others
- Understand and explain which good tactics you need for playing the mini games