

PARK SCHOOL PARENTS' CURRICULUM FORECAST

SUMMER TERM 2026 - YEAR 3

Please read this in conjunction with the Parent's Handbook

In **English** this term we will be focusing on the following genres in both reading and writing: fables, play scripts and information texts. We will be investigating some new forms of poetry and will also learn a poem by heart. The focus on the use of good grammar and punctuation skills will be maintained. Guided, shared and independent reading will continue. In spelling, we will continue to follow the Headstart programme.

In **Maths** the children will consolidate their learning about place value, ordering, rounding and estimating. They will continue to work on the 4 rules of number (formal methods), including the use of mental strategies. The children will recap measurement areas including time, shape and angles and learn to solve problems using capacity and volume scales; making sure they can explain their answers and check their results.

This term in **Science** the children will be studying light, forces and magnets. They will be looking at how we need light to see and that shadows are formed when light is blocked. They explore pushes and pulls, including how friction affects movement on different surfaces. They also investigate magnets, discovering which materials are magnetic and how magnets can attract and repel each other.

Our **Humanities** will be based on our topic work. We will study and learn about the jungle in our topic 'Jungle Fever'. Children will learn specifically about the jungle and explore where rainforests are found in the world and what their climate is like. They will discover the different layers of the rainforest and learn about the plants and animals that live there. Children will also begin to understand why jungles are important and how we can help protect these unique habitats.

Technology includes researching, planning and making a jungle animal with moving parts using pneumatics.

In **Reasoning** we will continue to work through the Bond 7-8 books exploring a range of questions that develop their cognitive understanding and thinking skills.

In **art**, children will study the work of Henri Rousseau and work collaboratively to recreate elements of his pieces. They will develop their observational drawing skills by sketching flowers and leaves. There will also be a focus on 3D work, including modelling clay snakes. Additionally, children will explore mixing different shades of green and create large-scale jungle leaves inspired by their learning.

Religious Education sees us investigating the RE Curriculum with a focus on Hinduism and specifically asking 'How can Brahman be everywhere and in everything?' and 'Would visiting the River Ganges feel special to a non-Hindu?'

PSHE will focus and think about these questions, 'Why should we keep active and sleep well?' and 'How can we manage risks in different places?'

In **Music** the children will focus on sound and how it is produced, using Boomwhackers, and they will learn to play and sing rounds, creating different textures. They will focus on a Brazilian composer and then they will learn about Samba drumming: its origins, the different types of drums and ways of playing, and some Samba rhythms. The children will also learn the participatory elements for this year's Bournemouth Symphony Orchestra Schools concert.

In **French** the children will learn tall about school, including subjects and stationery. They will also recap learning colours, days of the week and months and counting up from 1-31.

Information and Communication Technology the children's skills will be extended as they continue to learn different skills including using coding which will help them with Lego programming and construction.

Physical Education this term will involve developing the skills required to play small-sided striking and fielding games such as rounders and cricket, as well as improving their speed, power, stamina and precision in athletics. They will also work towards their Sport Day events.

If you have any questions about this document or other matters, please see Mr Squires and Mrs Shoebridge.