



Curriculum Summary

Spring 2026

Year 3

Spring Term Topics:

The Invention of Hugo
Cabret by Brian Selznick

Life at the Extremes

Spring Term Wow Days

Hugo Cabret's Lost Box

Life at the Extremes -
Explorers Day

English

- Descriptive writing (settings, characters)
- Dialogue and speech punctuation
- Writing in different genres: diary, instructions, narrative
- Empathy and inference skills through character study
- Oral confidence in role-play, debate, and performance

Maths

- Recap of four operations
- Fractions
- Shapes
- Measuring and conversion
- Length
- Multiplication box method
- Word Problems
- Capacity
- Directions and turns

Science

Light and Dark

- Identifying light sources and understanding what light is
- Investigating reflection, surfaces including mirrors and their uses
- Learning about sun safety
- Investigating shadows and how we can change them

Plants

- Parts of a plant
- Plant needs and uses
- Moving water
- Fantastic flowers
- Life cycle of plants

Computing

- Internet safety
- Computing system networks
- Understand how people communicate online
- Compose and send an email
- Send an email attachment
- Learn how to use email safely
- Explore simulated email scenarios

Music

- Develop music reading and recorder playing using B, A, G, C
- Learning music for Year 3 and 4 Easter play
- Playing simple melodic patterns on percussion
- Reading rhythm patterns
- Compose short melodies using a limited set of notes

French

Lex animaux

- The book 'Ours Brun'
- Adjectival agreement
- Asking a question
- Verb conjugation
- Irregular noun plurals
- Listen to and repeat familiar and unfamiliar language
- Paris

Art & DT

- Techniques and observational drawings
- Clarice Cliffs
- Charleston Bloomsbury
- Clay pots

PE, Games & Swimming

- Hockey, tag-rugby and cricket - improving skills in isolation and in conditioned games
- Fixture opportunities and inclusive sport festivals
- Refinement of gymnastics with a focus on dynamic balance and movements in isolation and with partners
- Further improvement of water safety, stroke technique, speed and endurance in swimming

Philosophy

In this topic, KS2 children will explore the heart and lungs through philosophical thinking. Pupils will discuss questions such as:

"Why do the heart and lungs work together?"

"What does it mean for something to be alive?"

"Which is more important—the heart or the lungs?"

The focus is on encouraging curiosity, reasoning, and discussion, helping children develop their ability to think deeply and express their ideas about how their bodies work.

PSHE

- Fake news
- Internet safety
- Community
- Environmental study – looking after the earth
- Growth mindset
- Refugees

Humanities

The Invention of Hugo Cabret book led unit

Location of Paris, cities and populations

Explore transport links across the continent

Landmarks and Human Features

Physical Geography – rivers

Comparing cities

Geography

Continents and oceans

Different climates

Arctic circles

Longitude and latitude

Deserts

Volcanoes and earthquakes

RS

Teaching about prophets

Holy places of worship

Comparing different religions

Drama

- Continued development of still image work and short devised scenes using different stimuli
- Exploration of character, relationships, storytelling and group work
- Development of narrative understanding and sequencing of events
- Building confidence in presenting work to peers
- Feedback using drama terminology



Windlesham School
& Nursery

How you can support your child

Maths

- Practise Times Tables - focus on 2, 3, 4, 5, 8, and 10. Use songs, apps, or quick-fire questions.
- Fractions
- Talk about halves, thirds, quarters in real life e.g. cutting food.
- Measurement
- Measure items at home in cm/m; compare weights and capacities.
- Money
- Use coins for adding/subtracting and making amounts.
- Word Problems
- Ask everyday maths questions: "If we have 12 apples and eat 4, how many left?"
- Mental Maths
- Practise quick addition/subtraction within 100.

English

- Read 10–15 mins daily (mixture of fiction & non-fiction)
- Ask questions: Why did the character do that? What might happen next?
- Talk about tricky words.
- Regularly practise spellings and complete the Look, say, cover, write, check sheet.
- Encourage all written work to be cursive.
- Try short tasks: postcards, diaries, stories.
- Correct sentences with missing punctuation.
- Write a story and use speech marks in dialogue.
- Retell stories in their own words.
- Discuss simple topics (e.g. should school start later?)

Science

Spring 1

- Parts & Functions: Look at plants, name roots, stem, leaves, flowers, and discuss their functions.
- Needs for Growth: Grow seeds; talk about water, light, air, nutrients.
- Life Cycle: Observe flowers, explain pollination, seeds, and how they spread.
- Hands-On: Keep a plant diary, collect seeds from fruits.

Spring 2

- Explore Light Sources: Identify natural (sun) and artificial (lamp) light at home.
- Shadows: Use a torch to make shadows and make a simple shadow puppet
- Reflective Materials: Find shiny objects and test which reflect light best.
- Darkness: Discuss why we need light to see and what happens in complete darkness.

How you can support your child continued...

Humanities

The Invention of Hugo Cabret

- Discuss characters and setting.
- Ask Questions: Why is Hugo hiding? What might happen next?
- Explore themes: talk about friendship, perseverance, and secrets.
- Creative Activities: Sketch a clock tower or design an automaton.
- Research: Look up early cinema and Georges Méliès online.
- Link to Science/DT: Discuss gears, levers, and how machines work.

Geography: Life at the Extremes

- Explore Maps: Find extreme places (deserts, polar regions, mountains) on a world map or globe.
- Compare Climates: Talk about hot vs cold environments and what makes them extreme.
- Adaptations: Discuss how animals and people survive in these places e.g. camels in deserts, penguins in Antarctica.
- Daily Life: Watch short videos or look at pictures of homes, clothes, and food in extreme environments.
- Fun Activity: Create a fact poster about an extreme place.

Philosophy

This term, children are exploring the heart and lungs through philosophical thinking. You can support this at home by asking open-ended questions such as:

- Why do the heart and lungs work together?
- What makes our body alive?
- Which is more important—the heart or lungs?

These discussions encourage children to think deeply, reason carefully, and share their ideas, just like young philosophers exploring big questions about the body and life.

PE & Games

Practise balancing on one leg on a wobbly or uneven surface – how long can they last?

Can they do it with their eyes closed

Practise throwing a ball to themselves and with a partner.

Practise dribbling a football with themselves in the garden and passing a ball to a partner or off a wall.

Practise shooting a ball in a netball/basketball net, or throw a ball at a target.

