

# Curriculum 2025/2026 – Year 3



	Autumn 1- Magic and wonder				Autumn 2- Dreams and curiosity				Spring 1- Hope and resilience						
<b>Writing</b> 	<b>Writing Root/Spelling Seed Text</b>	Leon and the Place Between By Angela McAllister	The Tin Forest By Helen Ward	The Wilderness By Steve McCarthy	The First Drawing By Mordcai Gerstein	<b>Writing Root/Spelling Seed Text</b>	The BFG By Roald Dahl	The Barnabus Project By The Fan Brothers	The Tear Thief By Carol Ann Duffy	The Seed of Doubt By Irena Brignull	<b>Writing Root/Spelling Seed Text</b>	The Pied Piper of Hamelin By Michael Morpurgo	Nen and the Lonely Fisherman By Ian Eagleton	The Search for the Giant Arctic Jellyfish By Chloe Savage	The Last Garden By Rachel Ip
	<b>Length</b>	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	<b>Length</b>	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	<b>Length</b>	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	10 Sessions, 2 Weeks	15 Sessions, 3 Weeks
<b>Reading</b> 	<b>Outcomes</b>	Own version fantasy narrative  Persuasive poster, performance reviews, setting description, thought bubbles / diary entry, dialogue	Persuasive information poster  Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions	A guide to enjoying the wilderness  Character introductions, letter of advice, descriptive poem, SOS message, identification label	Own historical narrative  Character description, diary entry, recount	<b>Outcomes</b>	Own version narrative (fantasy)  Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters	Brochure  Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue	Newspaper Article  Shared poem, diary entry, persuasive poster, letter of explanation, discussion	A motivational leaflet about future dreams and aspirations  Poetry, future dreams and aspirations, setting description, letter of advice, paper aeroplane message, character description, speech	<b>Outcomes</b>	Own version myth/legend  Writing in role, information reports, adverts, formal letters	Own version of the narrative with a twist on the original tale  Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description	Non-chronological report  Expedition proposals, persuasive letters, letters, diary entries, poetry, speech bubbles	Own version extended narrative  Setting descriptions, advertisement/poster, retelling, instructional flyer, online response, dialogue
	<b>Reading Leaf Text</b>	The Lost Spells By Robert Macfarlane and Jackie Morris	Arthur and the Golden Rope By Joe Todd Stanton			<b>Reading Leaf Text</b>	The BFG By Roald Dahl	I Am the Seed That Grew the Tree By Fiona Waters and Frann Preston-Gannon			<b>Reading Leaf Text</b>	The Pied Piper of Hamelin (Narrative Poem) By Robert Browning	Mr Penguin and the Lost Treasure By Alex T. Smith		
	Spring 2- Inspiration and strength				Summer 1- From mystery to discovery				Summer 2- Confidence and caution						
<b>Writing</b> 	<b>Writing Root/Spelling Seed Text</b>	Cloud Tea Monkeys By Mai Peet	Small in the City By Sydney Smith	Black Dog By Levi Pinfold	Cinderella of the Nile By Beverley Naidoo	<b>Writing Root/Spelling Seed Text</b>	The Mysteries of Harris Burdick By Chris Van Allsburg	Escape from Pompeii By Christina Bailit	Our Tower By Joseph Coelho	Flotsam By David Wiesner	<b>Writing Root/Spelling Seed Text</b>	The Thames and Tide Club By Katya Balen	Jim, A Cautionary Tale By Hilaire Belloc & Mini Grey	The Zebra's Great Escape By Katherine Rundell	How to Live Forever By Colin Thompson
	<b>Length</b>	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	<b>Length</b>	15 Sessions, 3 Weeks	16 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	<b>Length</b>	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks
<b>Reading</b> 	<b>Outcomes</b>	Non-chronological report  Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion	Extended narrative from an alternative point of view  Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters	Own version 'suspense' narrative  Postcard, dialogue, retelling, description	Own version traditional tale  Short news report, diary entry, character description, advert	<b>Outcomes</b>	Extended fantasy narrative  Setting description, short first person narrative, dialogue, action scene	Newspaper report  Setting descriptions, diaries, letters, thought bubbles	Extended fantasy narrative  Poems, setting descriptions, diary entries, dialogue, letters of thanks	Sequel (mystery narrative)  Postcards, setting descriptions, non-chronological reports, message in a bottle letters	<b>Outcomes</b>	Own version fantasy narrative  Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue	Narrative poem  Warning poster, warning announcement, alternative ending, performance poetry, letter of apology	Own version 'great escape' narrative  Detective notes, 'wanted' poster, letter, action scene, poetry, dialogue	Prequel  Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning
	<b>Reading Leaf Text</b>	Old Possum's Book of Practical Cats By T. S. Elliot	Africa, Amazing Africa By Atinuke	The White Fox By Jackie Morris		<b>Reading Leaf Text</b>	Earth Shattering Events By Robin Jacobs and Sophie Williams		New and Collected Poems for Children by Carol-Ann Duffy			<b>Reading Leaf Text</b>	A Necklace of Raindrops By Joan Aiken	Adventuremice: Otter Chaos! By Philip Reeve and Sarah McIntyre	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> 	Place Value Number- Addition and subtraction	Number-Addition and subtraction Number- multiplication and division A	Number- Multiplication and division B Measurement- Length and perimeter	Fractions A Mass and capacity	Fractions B Measurement- Money Measurement - Time	Geometry- Shape Statistics



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<p><b>Science</b></p>	<p> Animals including Humans</p> <p>In this unit, we will learn about the differences between the skeletal structure of animals and humans and how both groups survive through their diet and nutrition</p>	<p> Light</p> <p>In this unit, we will learn about how light travels to help us see things, how shadows are formed and understand how direct sunlight can damage our eyes</p>	<p> Geology (Rocks and Soils)</p> <p>In this unit, we will learn about the properties of different rocks and soils, and how fossils are formed.</p>	<p> Forces and Magnets</p> <p>In this unit, we will learn about different forces, with a focus on magnetism, magnetic fields and the strength of different magnets.</p>	<p> Plants and their Growth</p> <p>In this unit, we will learn about the different parts of a plant, the stages of growth and how pollination occurs.</p>	<p> Plants and Pollination</p> <p>In this unit, we will learn about the process of pollination including how pollinators are attracted to flowering plants and the threats that they face</p>
<p><b>History</b></p>	<p> Civilization Study: Ancient Greece</p> <p>In this unit, we will learn that the civilisation of Ancient Greece gave us many of the things that we still use today in the UK, such as democracy, geometry and philosophy.</p>	<p> Civilization Study: China</p> <p>In this unit, we will learn that Ancient China is a very old civilisation, famous for its inventions, the Great Wall of China and Emperor Qin Shi Huangdi.</p>	<p> British History: Plantagenets</p> <p>In this unit, we will learn that the Plantagenets (Angevins) was the family name of a line of English Kings that reigned from 1154 - 1485, during which time the Magna Carta and the origins of Parliament were introduced.</p>	<p> British History: Black Death &amp; Wars of the Roses</p> <p>In this unit, we will learn that the Black Death (The Plague) was an illness that spread across Europe in the 1300s killing around 25 million people, and that The War of the Roses was a series of English civil wars for control of the throne.</p>	<p> British History: Tudor England</p> <p>In this unit, we will learn that the two Christian viewpoints, Catholic and Protestant, caused big problems during Tudor times and about how different kings and queens changed religion in England.</p>	<p> British History: Elizabethan England</p> <p>In this unit, we will learn that Elizabeth I had to battle for the throne to then become a successful monarch and about the different approaches to religion during this time.</p>
<p><b>DT</b></p>	<p> Make: Make products using a range of tools</p> <p> Design: Design and sketch structures, textiles and food products</p> <p>In this term we will identify different types of fabrics, make sketches for patterns and templates, then make my product out of the appropriate fabric using different joining techniques.</p>		<p> Nutrition: Learn about vegetables and where they come from</p> <p> Cooking: Peel, cut and grate to make a vegetable-based product</p> <p>In this term we will learn about a healthy and varied diet and how to use this knowledge to design and make a healthy sandwich.</p>		<p> Technical Knowledge: Make products stiffer and stronger</p> <p> Evaluate: Make simple evaluations of the final product</p> <p>In this term we will learn how to design and construct a shell structure out of 2D sheets which form a 3D hollow structure</p>	
<p><b>Geography</b></p>	<p> Geography of Greece</p> <p>In this unit, we will learn about the geographical features of Greece and how climate and physical geography influenced human activity in Ancient Greece and continues to</p>	<p> Geography of East Asia</p> <p>In this unit, we will learn about the geography of East Asia - focusing on China, India, Japan and Mongolia and the Himalayas - exploring the climate</p>	<p> Western Europe</p> <p>In this unit, we will learn about the physical geography of Western Europe including key physical features such as the River Rhine as well as the climate and the land use in capital cities.</p>	<p> Settlements and Population</p> <p>In this unit, we will learn about the physical geography of Western Europe including key physical features such as the River Rhine as well as the climate and the land</p>	<p> Local Area &amp; Community</p> <p>In this unit, we will learn about the characteristics of settlements and the difference between settlement types including how settlements change over time</p>	<p> Rivers and Basins</p> <p>In this unit, we will learn about land uses in the local area and human and physical features, including how the local area has changed over time.</p>


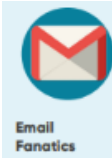

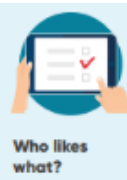






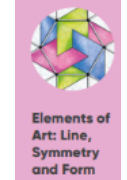

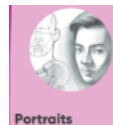











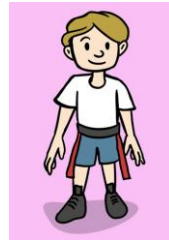
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	today	and the importance of rivers.		use in capital cities.		
<b>PSHE</b> 	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Myself Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Religious Education</b> 	  <p>How do people express commitment to a religion? The importance of rites of passage in terms of religious identity.</p> <ul style="list-style-type: none"> <li>The role of baptism (infant and adult) in shaping religious identity in the Christian community.</li> <li>The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.</li> <li>The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.</li> </ul> <p>Jewish, Sikh, Christian</p>	  <p>What is the Trinity? God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).</p> <ul style="list-style-type: none"> <li>Jesus: As God incarnate, also known as the Son of God.</li> <li>Incarnation: Jesus as one of the three persons of the Trinity.</li> <li>Holy Spirit: God as spiritually active in the world.</li> </ul> <p>Christian</p>	  <p>A NEW COMMANDMENT I GIVE UNTO YOU, THAT YE LOVE ONE ANOTHER AS I HAVE LOVED YOU - JOHN 13:34</p> <p>What is philosophy? How do people make moral decisions?</p> <ul style="list-style-type: none"> <li>Difference between knowledge, belief and opinion.</li> <li>The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.</li> <li>The nature of a philosophical question.</li> <li>Awareness of variant perspectives about whether some things can be proven.</li> <li>The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).</li> <li>Utilitarianism or Hedonism as a way of making moral decisions.</li> </ul> <p>Christian, Humanist</p>	  <p>What do Muslims believe about God? The concept of Tawhid.</p> <ul style="list-style-type: none"> <li>The impact of Tawhid on Muslims.</li> <li>The impact of The Qur'an containing the actual words of God.</li> <li>How the existence of God is explained in Muslim teachings.</li> <li>How the Muslim view of deity differs from that of other religions.</li> </ul> <p>Muslim</p>	  <p>What difference does being a Muslim make to daily life? Awareness of the diverse nature of Islam locally, nationally and globally.</p> <ul style="list-style-type: none"> <li>Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.</li> <li>Varying use of a minaret for the call to prayer, and alternatives to this.</li> <li>Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.</li> <li>Awareness of diversity of expression, particularly in relation to the pictorial presentations.</li> <li>Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj.</li> </ul> <p>Muslim</p>	
<b>Music</b> 	<p><b>A Shining Performance</b> (featuring Sparkle In The Sun) Year 3 Unit 1 Learning Objectives</p> <ol style="list-style-type: none"> <li>Be confident with reading and playing G, A and B (doh re me) in a new context.</li> <li>Use creative ideas inspired by different stimuli to improve a performance.</li> </ol>	<p><b>Sing And Move</b> (featuring The King Of All Polar Bears and Five Gold Rings) Year 3 Unit 2 Learning Objectives</p> <ol style="list-style-type: none"> <li>Sing songs with attention to expression and dynamics, following the conductor's cues.</li> <li>Perform actions with accuracy and confidence.</li> </ol>	<p><b>Music And Video</b> (featuring Be Safe Online) Year 3 Unit 3 Learning Objectives:</p> <ol style="list-style-type: none"> <li>Use storyboards to sequence and structure a music video.</li> <li>Explore self-representation through portraits and personalised avatars.</li> </ol>	<p><b>Percussion Power</b> (featuring Mamma Mia) Year 3 Unit 4 Learning Objectives</p> <ol style="list-style-type: none"> <li>Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>Introduce and understand the differences between crotchets and paired quavers.</li> </ol>	<p><b>Music And Sound</b> (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 1) Year 3 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> <li>Add an accompaniment to a song/piece of music.</li> <li>Compose in response to a musical stimuli.</li> </ol>	<p><b>Sound Exploration</b> (featuring RSNO's Sounds Of The Deep) Year 3 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> <li>Aurally identify dimensions in music such as pitch, duration and texture.</li> <li>Appreciate and respond to music from across historical periods and traditions.</li> </ol>



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<p>Computing</p> 	 <p>Email Fanatics</p> <p>In this unit, we will learn how to write and create emails using the Gmail platform. We will also explore how to attach key elements like documents and photos to our messages.</p>	 <p>Expedition to China</p> <p>In this unit, we will learn how to create an interactive presentation using information we have researched and developed using links to other areas of the curriculum such as Geography and History.</p>	 <p>Who likes what?</p> <p>In this unit, we will learn how to use an online platform to create music using different instruments and sounds.</p>	 <p>Music Producers</p> <p>In this unit, we will learn how to use an online platform to create music using different instruments and sounds</p>	 <p>Coding Geniuses</p> <p>In this unit, we will learn how to create an interactive presentation using information we have researched and developed using links to other areas of the curriculum such as Geography and History</p>	 <p>Lightbot</p> <p>In this unit, we will learn to use simple code to program to learn how to understand coding.</p>
<p>Art &amp; Design</p> 	 <p>Art of Ancient Greek - Mythology</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>	 <p>Art of Japan</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>	 <p>Elements of Art: Line, Symmetry and Form</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>	 <p>The Art of Drawing: Human Face</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>	 <p>Portraits</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture</p>	 <p>Architecture</p> <p>In this unit, we will learn about sculptures from the time of Ancient Greece and how to use a range of techniques to create a sculpture.</p>
<p>French</p> 	<p>France and its culture Greetings and name</p>	<p>Classroom instructions Numbers 0-120 and age</p>	<p>The French alphabet Colours</p>	<p>The date and birthdays Numbers 20-50</p>	<p>My Family The Very Hungry Caterpillar</p>	<p>At the farm Revisit</p>
<p>PE</p> 	 <p>Our Assessments (4 Lessons)</p> <p>In <b>Year 3</b>, children have started participating in <b>fitness assessments</b> for the first time this year. These assessments track their performance in the <b>70-meter sprint, standing long jump, long-distance throw, and long-distance running</b>. The focus is on helping pupils understand their current abilities, develop their strength, speed, and endurance, and begin setting personal goals. These assessments provide a starting point to monitor progress over time and encourage children to improve their fitness, control, and overall physical development in a structured way.</p>	 <p>Hockey (6 Lessons)</p> <p>In <b>Year 3</b>, children will continue to develop the fundamental skills introduced in <b>Year 2</b> through hockey, such as controlling a ball with a stick, pushing and stopping the ball, and sending and receiving passes. Building on this foundation, pupils will refine their stick and ball control while moving and begin to pass more accurately over short distances. They will start to apply these skills within simple game situations, learning how to keep possession, find space and work effectively with teammates. Compared to Year 2, where the focus was on basic control and confidence, Year 3 lessons place greater emphasis on decision-making, teamwork, and understanding simple rules, helping pupils to play hockey in a more structured and purposeful way.</p>	 <p>Football (6 Lessons)</p> <p>In <b>Year 3</b>, children will continue to build on the fundamental skills introduced in <b>Year 2</b> through football, such as controlling a ball with their feet, dribbling, passing and shooting. They will develop greater control and accuracy when moving with the ball and begin to pass with more purpose and awareness of others. Pupils will start to apply these skills in small-sided games, learning how to keep possession, create space and work as part of a team. Compared to Year 2, where lessons focused on basic ball control and simple play, Year 3 football lessons emphasis improved decision-making, teamwork and an understanding of simple rules, enabling children to play the game with more confidence and structure.</p>	 <p>Basketball (6 Lessons)</p> <p>In <b>Year 3</b>, children will continue to develop the fundamental basketball skills they began in <b>Year 2</b>, such as passing, receiving, dribbling and shooting. They will work on improving their control and accuracy, especially when moving and when under light pressure from others. Building on their earlier learning, pupils will begin to apply these skills more confidently within small-sided games, learning when to pass, dribble or shoot. They will also develop a greater understanding of teamwork, simple tactics and basic rules, helping them to play more effectively and purposefully in game situations compared to the more exploratory and skill-focused lessons experienced in Year 2.</p>	 <p>Cricket (6 Lessons)</p> <p>In <b>Year 3</b>, children will continue to develop the basic skills introduced in <b>Year 2</b> through cricket, such as throwing, catching, striking a ball and simple fielding. Building on this foundation, pupils will improve their accuracy and control when bowling and throwing, and develop more confident batting techniques using a cricket bat. They will begin to apply these skills in simple game situations, learning how to work as part of a team, take on different roles and make basic tactical decisions. Compared to Year 2, where the focus was on exploring skills and gaining confidence, Year 3 cricket lessons place greater emphasis on technique, teamwork and understanding simple rules, helping pupils to play the game in a more structured and purposeful way.</p>	 <p>Athletics (6 Lessons)</p> <p>In <b>Year 3</b>, children will continue to develop the fundamental skills introduced in <b>Year 2</b> through athletics, such as running, jumping and throwing. Building on these foundations, pupils will work on improving their technique, speed, control and coordination across a range of athletic activities. They will begin to understand how to perform skills more effectively, for example by refining sprinting technique, jumping for distance and throwing with greater accuracy. Compared to Year 2, where the focus was on basic movement and exploration, Year 3 athletics lessons place greater emphasis on improving performance, consistency and understanding how to measure and compare results, helping pupils to take part in activities in a more structured and purposeful way.</p>



*Tag Rugby*  
*(6 Lessons)*

In **Year 3**, children will continue to develop the fundamental skills introduced in **Year 2** through tag rugby, such as running with the ball, evasion, pulling tags and passing backwards. Building on this foundation, pupils will improve their control and accuracy when passing and receiving while on the move, as well as develop greater awareness of space and support play. They will begin to apply these skills in small-sided games, learning how to attack and defend effectively, follow simple rules and work as part of a team. Compared to Year 2, where the focus was on basic skills and confidence, Year 3 tag rugby lessons place greater emphasis on decision-making, teamwork and applying skills in more structured game situations.



*Gymnastics*  
*(6 Lessons)*

In **Year 3**, children will continue to develop the basic skills introduced in **Year 2** through gymnastics, such as balancing, rolling, jumping and travelling in different ways. Building on these foundations, pupils will improve their control, strength and flexibility, and begin to link movements together to create simple sequences. They will explore a wider range of shapes, balances and actions, both on the floor and when using apparatus. Compared to Year 2, where the focus was on exploring movements and building confidence, Year 3 gymnastics lessons place greater emphasis on quality of movement, control, and creating purposeful sequences, helping pupils to perform with greater accuracy and confidence.



*Netball*  
*(6 Lessons)*

In **Year 3**, children will continue to develop the fundamental skills introduced in **Year 2** through netball, such as throwing, catching, footwork and passing. Building on this foundation, pupils will improve their accuracy and control when passing and receiving while moving, and begin to understand the importance of pivoting and using space effectively. They will apply these skills in small-sided games, learning how to work as part of a team, make simple attacking and defending decisions, and follow basic rules. Compared to Year 2, where the focus was on developing basic skills and confidence, Year 3 netball lessons place greater emphasis on teamwork, decision-making and applying skills in more structured game situations.



*Fitness*  
*(6 Lessons)*

In **Year 3**, children will continue to develop the fundamental skills introduced in **Year 2** through fitness activities, such as basic exercises to improve strength, stamina, flexibility and coordination. Building on this foundation, pupils will work on performing exercises with better technique and control, increasing their endurance and understanding how different activities benefit the body. They will begin to take part in more structured fitness circuits and challenges, learning to pace themselves, set personal goals, and monitor their progress. Compared to Year 2, where the focus was on exploring movements and developing confidence, Year 3 fitness lessons place greater emphasis on improving performance, consistency, and understanding the importance of staying active for health and wellbeing.



*Rounders*  
*(6 Lessons)*

In **Year 3**, children will continue to develop the fundamental skills introduced in **Year 2** through rounders, such as throwing, catching, striking the ball and running between bases. Building on this foundation, pupils will improve their accuracy and control when batting and fielding, and begin to apply these skills more effectively during game situations. They will take part in small-sided games, learning how to make decisions about when to run, throw or catch, work as part of a team, and follow simple rules. Compared to Year 2, where the focus was on exploring basic skills and gaining confidence, Year 3 rounders lessons place greater emphasis on technique, teamwork and applying skills in a more structured and purposeful way.

