Year 3 – Woodpeckers



Coast to Coast
Autumn 2 2026

Topic Overview:

Come with us as we travel the length and breadth of the Britain exploring the different regions, rivers and mountains that make up our wonderful Kingdom. We will learn how Britain's coastlines have changed over the years and the impact that this will have for future generations. Using shells as our inspiration, we will develop our drawing skills using a range of materials.

Hook:	Outcome:
Coastline collage	"From Shore to Score" Quiz Game

What's being covered?		
	Topic	Skills
Geography	UK counties, counties, cities, rivers, mountains	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Use maps, atlases and globes to locate countries and describe features studied • Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom
DT	Structures: Make a Sandcastle	• Draw and label a simple castle that includes the most common features. • Recognise that a castle is made up of multiple 3D shapes. • Design a castle with key features which satisfy a given purpose. • Score or cut along lines on the net of a 2D shape. • Use glue to securely assemble geometric shapes. • Utilise skills to build a complex structure from simple geometric shapes. • Evaluate their work by answering simple questions.
Music	Glockenspiels	The learning is focused around exploring and developing playing skills through the glockenspiel.
Science	Forces and magnets	• Identify examples of pushes, pulls and twists. • Define a force, including describing, naming and classifying contact and non-contact forces. • Describe the relationship between friction and the roughness of a surface.

		• Identify examples of friction being useful or not. • Predict attraction and repulsion between like and opposite poles. • Identify examples of magnetic and non-magnetic materials. • Name some examples of types of magnets and compare their strengths. • Describe some examples of the uses of magnets.
Computing	Our Online lives	• To identify ways to be kind and respectful to others online. • To explain how online actions can affect other people's feelings. • To recognise what helps them stay happy and safe when using the internet. • To make positive choices when communicating online.
PSHE	Connecting with others	• Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing
French	Introduction to French	• Learn how to greet and say goodbye • To learn how to ask and say your name • To learn how to say and respond to classroom instructions • To identify France and Paris on a map and learn about the culture • To learn the numbers 1-6 • UK countries and capitals
RE	What is the Trinity?	• Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.
PE	Tag Rugby Dance	• To learn the correct technique for handling a rugby ball; develop throwing catching and running with the ball; how to defend by taking an attacker's tag; developing an understanding of defending as a team; explore attacking skills to get closer to the try line; apply rules and skills to small-sided games. • To select and link actions and dynamics remember, repeat and create actions to represent an idea; change directions; use canon, unison and formations.