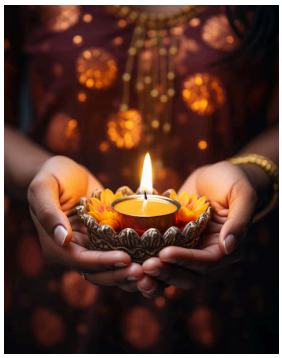
Year 3 Thematic Map, Autumn Term 2026

Lights of the World





Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography, we adopt a blocked and interleaved approach.

Subject	How we teach It	This term, children will learn
Writing	We teach writing in three week cycles, matching writing cycles to the genre of writing. As part of our writing cycle, the children engage with Let's Think in English and Philosophy for Children lessons. These are designed to improve oracy critical thinking skills.	All About Me
		Diary entry (Great Fire of London)
		Poetry (Fireworks)
		Non-chronological reports (Science - Light and Dark)
		Narrative (RE - re-telling the story of Hannukah)
Drama and Oracy opportunities	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	Children will: ● receive a drama session every Monday run by an external provider named Artis. ● partake in 'Now Press Play', an immersive drama experience, linked to our history and science topics. ● perform their class assembly for parents on Friday 29th January. ● have an opportunity to perform in front of an audience in our Christmas show.
Key Texts	Children will read high quality texts and these texts will be linked to their learning.	Children will read: ● *Who Was Samuel Pepys?* by Paul Harrison ● *The Great Fire of London* by Susanna Davidson ● *Vlad and the Great Fire of London* by Kate Cunningham ● *The Big Book of Festivals* by Marita Bullock ● *The Miracle of Hanukkah* by Malachy Doyle ● *The Best Diwali Ever* by Sonali Shah ● *A Cat's Guide to the Night Sky* by Stuart Atkinson

Maths	Children will learn about topics in a blocked and interleaved way, repeating key learning in daily maths meeting sessions and in lesson starters, in order to improve retention of knowledge.	Children will study these topics: **Place Value** ● Represent numbers to 1,000 ● Partition numbers to 1,000 ● Flexible partitioning of numbers to 1,000 ● Find 1, 10 or 100 more or less ● Number line to 1,000 ● Estimate on a number line to 1,000 ● Compare numbers to 1,000 ● Order numbers to 1,000 ● Count in 50s ● Count in 3s **Addition and Subtraction** ● Add and subtract 2-digit and 3-digit numbers, with and without making exchanges ● Find 100 more and 100 less than a number ● Identify and use fact families and related facts ● Compare number sentences ● Mixed addition and subtraction problems ● Make connections and use related facts ● Use the inverse to check calculations ● Make estimates about answers ● Mixed addition and subtraction problems **Multiplication and Division** ● Recognise and make equal groups ● Use arrays ● Show division as equal grouping ● Show division as equal sharing ● Multiply by 3 ● Divide by 3 ● Doubles and halves ● Multiply by 4 ● Divide by 4 ● Multiply by 8 ● Divide by 8 ● Solved mixed multiplication and division problems
Skills Builder	In Skills Builder, the children learn about one of the following skills: Listening, speaking, problem solving, creativity, adapting, leadership, planning and teamwork. They will learn what each skill means and how to apply it in their daily lives.	During this term, we will focus on the following skills and skills steps: ● Listening ◦ Recalling: I remember simple instructions ● Speaking ◦ Discussing together: I communicate clearly in a small group ● Problem-solving ◦ Seeking support: I find help from someone if needed ● Creativity ○ Sharing imagination: I share what I imagine with someone ● Adapting ○ Recognising emotions: I can tell how others are feeling ● Leadership

		○ Identifying successes: I know what doing well looks like for me ● Planning ○ Sharing reactions: I explain how an idea makes me feel when appropriate ● Teamwork ○ Adjusting behaviour: I behave in a way that fits the setting
Humanities	The theme includes content in History, Geography and RE. Whenever possible, we link this to writing. In History and Geography, we follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>History:</u> Children will learn about: ● when, where and why the Great Fire of London started. ● why the fire spread so quickly. ● how the fire was put out. ● life in 1666 and life nowadays and compare them. ● dates and historical terms to describe historical periods. ● how London changed after the fire. ● how sources are used to discover what we know about the past. ● significant individuals (Thomas Farriner, Samuel Pepys, King Charles II, and Christopher Wren) and explain why they were important. ● Guy Fawkes and the events of the Gunpowder Plot. ● how we remember the Gunpowder Plot nowadays (Bonfire Night). <u>RE:</u> In RE, we will be exploring the following questions and ideas: ● Name some special times and say why they are special to us. ● Listen to some religious stories and explain how they are connected to festivals. ● Describe why festivals are important to religious communities. ● Name some ways in which people from religious and non-religious communities celebrate key festivals. ● Look at how people express spirituality through the arts. <u>PSHE:</u> In PSHE, we will explore the following topics from Islington's 'You, Me, PSHE' scheme of work: ● Valuing the similarities and differences between themselves and others. ● Explain what is meant by community. ● Learn about belonging to different groups.
Science	We follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Light</u> ● Recognise that we need light in order to see things and that dark is the absence of light. ● Notice that light is reflected from surfaces and use a mirror to reflect light. ● Explain that shadows are formed when the light from a light source is blocked by a solid object. ● Find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.

Art, Design and Technology	We teach Art and DT in an integrated way and often in blocked sessions. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	<u>ART:</u> In Art lessons, we will create: ● Paintings of the Great Fire of London ● Silhouette collages of the Great Fire of London ● Great Fire of London tealight jars ● Portraits of Guy Fawkes ● Firework pictures ● Diwali Diya Lamps ● Hannukah Artwork <u>Design and Technology:</u> In DT lessons, we will: ● Research, design, make and evaluate a product ● Bake gingerbread biscuits
Cooking and Nutrition		● See Design and Technology above.
Music	Children learn to perform, compose and appreciate music. We teach lessons through a scheme named Music Express. Additionally, we offer separate instrument tuition.	<u>Poetry, Ancient Worlds & China</u> We will learn the following objectives: ● Identify a sequence of sounds (structure) in a piece of music. ● Explore musical phrases, melodic imitation and rounds. ● Use graphic notation with the pentatonic scale.
Computing	Children learn to use technology effectively and safely, to enhance their learning experiences. We use a progressive scheme of work created with borough support.	<u>Computer Science</u> We will learn the following objectives: ● Explain how digital devices function. ● Explore and identify what parts make up a digital device. ● Explore how digital devices can be connected. ● Recognise the physical components of a network. <u>E-safety</u> ● How can we be good digital citizens? ● Why is it important to have device-free moments in our lives? ● What kinds of information should I keep to myself when using the internet? ● What information is okay to have in your digital footprint? ● How are we all part of an online community? ● What should you do if someone is mean to you online?
Cultural Enrichment & Vocational Experience	We include at least one culturally enriching trip each term and organise visitors to the school, to talk about their professions or teach children about the world.	This term, we will be doing the following: ● This term, children will partake in our regular 'Inclusion Week'. ● We will also visit central London to see the main monuments and sights linked to the Great Fire of London. ● We will be visited by the London Fire Brigade. If you are able to come in and give a talk to the children about anything linked to our themes (or can put us in touch with someone else who might be suitable), please let us know.

Vocabulary:	
Vocabulary linked to our theme:	**Definitions:**
Bakery	A shop where bread is made and sold.
Diary	A book that people write about their lives in.
Fire engine	A vehicle that carries things used to put out fires.
Firefighter	People who put out fires as their job.
St. Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
Rebuilt	Building something again after it has been broken or destroyed.
River Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.
Light	A type of energy that makes it possible for us to see the world around us.
Light source	An object that emits light.
Light beam	A projection of light energy radiating from a light source.
Reflection	When light hits the surface of an object and then that light travels to our eyes so we can see.
Shadow	An area of darkness produced by an object coming between rays of light and a surface.

Weekly Home Learning:

- Children are expected to complete their reading homework and fill in their reading records (to be brought in every Friday). Please encourage your children to read for 20 minutes every day and support them with their homework.
- As part of their maths homework, children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week: https://doodlelearning.com/

Over the course of this term, we would like you and your child to complete the following:

Project: We expect all children to complete a home learning project, linked to the theme. This can be as open ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English. Projects should be completed by **Thursday 15th October.**

We invite parents and carers to come to our **Topic Gallery**

Here are some project ideas (you can use one of these ideas or think of an idea of your own):

- Cooking:
  - Bake some bread like Thomas Farriner.
  - Cook your favourite celebration food. (You could take photos, make a video, write the recipe, or even bring some food in for the children to try.)
- Crafts connected to lamps and lanterns:

<u>on Monday 19th October.</u> You can come into the classroom **at 3.30pm** and the children will show you their projects.	  • Firework pictures: https://www.projectswithkids.com/chalk-pastel-fireworks-art/ https://www.redtedart.com/firework-crafts-for-kids/ https://www.fineartmom.com/2014/08/05/how-to-paint-fireworks-with-straws/   • Make a scene from the Great Fire of London:   • Try a science experiment connected to light. These websites have some good ideas: https://www.sciencebuddies.org/blog/teach-visible-light-science https://carrotsareorange.com/light-experiments-for-kids/ • Make shadow puppets to tell a story    • **Go on a trip with your family and make a booklet, a diary, or a video about your day out.** <u>Free trip ideas:</u> • Go on a materials hunt in a museum. The Science Museum or the V&A would be ideal for this. What interesting objects can you find? What are they made from? Why do you think they used this material? You could draw and label pictures, or take photographs of your discoveries. The Science Museum has a really good printable activity that you could use to guide you: https://learning.sciencemuseumgroup.org.uk/resources/great-object-hunt-materials/
In school, the children will be asked to present their home learning projects to their class. At home, please allow time for the children to practise presenting their home learning projects to you.	
Writing: We expect every child to complete three pieces of writing at home every term. These are to be handed in by **<u>Friday 11th December</u>**.	**History-based:** • Take inspiration from Samuel Pepys and write a diary of your day now, or a diary about the Great Fire of London. • Retell the events of the Great Fire of London. • Make a timeline to show the key events of the fire. • Write a comparison of life in 1666 and 2026.

Children can choose three writing tasks from the following ideas or they think of their own writing ideas, based on any of the things they have been learning about this term.	**Science-based:** ● Try a science experiment that involves light. Write about what you did and what you found out. These websites might give you some ideas: https://www.educationcorner.com/light-science-experiments/ https://littlebinsforlittlehands.com/how-to-make-a-sundial/ ● Do some research and write a report or make a poster. Sources of light, shadows, or reflection would all be good topics. **RE-based:** ● Describe a festival or celebration that is important to you and your family (religious or non-religious). ● Retell a religious story that is connected to light (e.g. Hanukkah, Diwali, Christmas). **PSHE-based:** ● Write about a group or community that you belong to. What makes it special? How do you show that you are part of the group?
Reading recommendations: We advise our students to borrow and read these books at home:	● Books for topics is a website with lots of good suggestions for our history and science topics: ○ https://www.booksfortopics.com/booklists/topics/history/fire-of-london/ ○ https://www.booksfortopics.com/booklists/topics/science-maths-computing/light-and-sound-topic-ks2/ ● We highly recommend these general reading lists. There are 100 books on each one and the selections have been carefully put together. https://www.thereaderteacher.com/year2 https://www.thereaderteacher.com/year3 ● We also recommend exploring Penguin's 'The Lit in Colour book Lists': https://www.penguin.co.uk/articles/company-article/years-3-4 ● For more personalised recommendations, please speak to your child's teacher.