

**Curriculum Map 2021-2022 Year 3**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
RE		The Christian Family	Mary Our Mother	Called to Change/Sacrament of Reconciliation	Celebrating the Mass	First Holy Communion/Mass	Being a Christian
RSE		Designed for a purpose The Sacraments	Jesus, my friend	Family, Friends and Others When things feel bad When things change	Sharing online Chatting online Physical Contact	Trinity House	Where is Church?
English	<i>Text:</i>	Pebble in my pocket (Quest) link to science Rocks	Orion and The Dark/ The Dark (scary)	Stone Age Boy (Adventure) (link to history and art)	Varjak Paw (anthropomorphic)	Ottoline (detective)	Egyptian Cinderella (traditional)
	<i>Non-fiction</i>	Explanation (link to geography - = volcanoes)	Biography (link to history - one of Henry VIII's wives) Discussion (link to history Henry VIII hero or villain?)	Persuasion link to Stone Age boy	Instructions-DT linked recipes	Newspapers link to history Ancient Egypt	non-chronological report - link to history - ancient Egypt theme
	<i>Fiction</i>	The Pebble in My Pocket Descriptive/imaginative writing - a volcano erupting.	Orion and The Dark / The Dark Building tension and suspense	Stone Age Boy Adventure story	Varjak Paw Adventure and anthropomorphic	Ottoline Mystery/Detective	Egyptian Cinderella  Narrative
	<i>Poetry</i>	Rachel Rooney - Seven Pebbles Investigate poetic techniques - personification		Pie Corbett- City Jungle Investigate poetic techniques - simile to metaphor		Walter de la Mare - Silver James Carter - The Light/The Dark Investigate poetic techniques - impact	
Maths		Solving Practical Place Value Problems Using written methods to solve problems Problem solving using measurement and fractions		Using multiplication and division to solve statistical problems Geometrical Reasoning Using written methods to multiply and divide.		Solving practical measurement problems Developing proportional reasoning Geometrical Problem Solving	
Science		Rocks (link to literacy and geography)	Animals including Humans	Forces and Magnets	Plants	Light	Light (link to DT)
History			Henry VIII-Hero or Villain? (link to DT)	Who first lived in Britain? (Stone Age) (link to literacy and art)		How can we rediscover the wonders of Ancient Egypt? (link to art)	
Geography		What makes the earth angry? (Earthquakes and volcanoes) (link to science and literacy)			Why does Europe's Geographical diversity make it so popular? (focus on Mediterranean) (link to DT)		How can we rediscover the wonders of Ancient Egypt? (link to literacy)
Computing		E-Safety Coding	E-Safety Digital literacy	Coding	E-Safety Research using the internet Green screen/video	E-Safety Coding	E-Safety Communicating
PE		<u>1 Hour</u> Cross-country distances Invasive games - football and netball  <u>½ Hour</u> Indoor Athletics	<u>1 Hour</u> Cross-country distances Invasive games - rugby <u>½ Hour</u> Indoor Athletics	<u>1 Hour</u> Cross-country distances Invasive games - hockey <u>½ Hour</u> Gymnastics: Badge 6	<u>1 Hour</u> Cross-country distances Striking Games - cricket: <u>½ Hour</u> Gymnastics: Badge 6	<u>1 Hour</u> Striking Games - rounders and cricket  <u>½ Hour</u> Swimming	<u>1 Hour</u> Sports day Preparation Tennis - doubles tournament: <u>½ Hour</u> Swimming
Art		Drawing with pastels - volcanoes (link to geography)		Clay-Stone Age Houses (link to history and literacy)		Painting - Egyptian Masks (link to history)	
DT			Tudor Rose sewing (link to history)		Mediterranean Food (link to geography)		Shadow puppet theatre (link to science)
<b>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</b>		Universal Rights: Article 1: All are free and equal in dignity and rights	Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's	Children's Convention Article 31: The right to relax and play, and join in with a range of activities	Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously	Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country:	Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs

	Article 2: The rights apply to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person	personalities and talents to the full. Article 30: Right to learn and use the customs of the family				Article 32: The right to be protected from danger Article 33: The right to be protected from drugs	
<u>British Values</u>	Tolerance of other faiths	Individual Liberty	Individual Liberty	Democracy	Rule of Law	Rule of Law	
PSHE	New beginnings	Getting on and falling out (inc anti-bullying week)	Going for goals	Good to be me	Rules and Law-how to they affect me	Changes	
Spanish	Greetings, routines and feelings Alphabet and introducing of the reading and writing.	Classroom language: rules, instructions and objects New colours	New animals and habitats. Review of the body and face parts. Adjectives to describe people. To follow instructions in Spanish.	Numbers up to 50. New weather conditions Read simple words and sentences. Months of the year in the correct order.	Review of the members of the family To review the food and to say what they like and dislike. To start building sentences using connectors (and, but)	To learn vocabulary about summer holiday. To review clothes and learn new ones and classify them according to each season.	
<u>Music – over the year</u>	Pulse	Rhythm	Melody and Notation	Active Listening	Improvising and Composing	Performing	Singing
	Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos	Perform rhythms that are longer than 2bars, using crotchets, quavers, minims and their rests	Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests	Used tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms	Sing 2 part songs confidently in tune using a wider vocal range