

## Year 3 Curriculum Map – 2022/23

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>Contemporary fiction</b> Eight princesses and a magic mirror	<b>Historical fiction</b> The Wild Way Home	<b>Myths</b> Theseus and the Minotaur	<b>Fantasy</b> Charlotte's Web	<b>Adventure</b> The Firework Maker's Daughter	<b>Science fiction – setting description</b> The Wild Robot
	<b>Recount – diary</b> Little People, Big Dreams – Rosa Parks	<b>Persuasion – visitor guide</b> Stone Age Boy	<b>Non-chronological report – mythical beast</b>	<b>Information text</b>	<b>Recount – news report</b>	<b>Explanation text</b>  <b>Structured poetry</b> haikus, tankas
White Rose Maths	<b>Number:</b> place value <b>Number:</b> addition and subtraction <b>Number:</b> multiplication and division		<b>Number:</b> multiplication and division <b>Measurement:</b> length and perimeter <b>Number:</b> fractions <b>Measurement:</b> mass and capacity		<b>Number:</b> fractions <b>Measurement:</b> money <b>Measurement:</b> time <b>Geometry:</b> properties of shape <b>Statistics</b>	
Science	<b>Rocks</b> Rocks, soils and fossils  <i>Chemistry</i>	<b>Forces and magnets</b> Magnets and their uses  <i>Physics</i>	<b>Light</b> Light and dark, night and day, the sun  <i>Physics</i>	<b>Plants</b> Function of flowering plants, plant life cycle  <i>Biology</i>	<b>Animals including humans</b> The human body and skeleton  <i>Biology</i>	<b>Use of everyday materials</b> Working scientifically  <i>Chemistry</i>
Computing	<b>Connecting Computers</b> Connecting and understanding digital devices	<b>Stop-frame Animation</b> Capturing and editing digital still images	<b>Sequencing Sound</b> Creating sequences in a block-based programming language to make music	<b>Branching Databases</b> Building and using branching databases to group objects	<b>Desktop Publishing</b> Creating documents	<b>Events and Actions in Programs</b> Designing algorithms and programs that use a range of events
History		<b>Stone Age to Iron Age</b> 300,000 - 1,200 BC changes in Britain from the Stone Age to the Iron Age	<b>The Ancient Greeks</b> 800-146BC a study of Greek life and achievements and their influence		<b>The Ancient Egyptians</b> 3100BC-30BC the achievements of the earliest civilizations	
Geography	<b>The World and its Imaginary Lines</b> Equator, North and South Poles, Greenwich Meridian, northern and			<b>Climate and Biomes</b> Polar, Tundra, tropical, desert, rainforest <i>Physical Place</i>		<b>Coasts</b> UK, Spain, Mediterranean, Antarctica, Caribbean, Seychelles,
Empathy		Honesty		Respect		Responsibility

	southern hemispheres, arctic and Antarctic circles, pacific ocean <i>Physical Place</i>					Galapagos, Maldives <i>Human and physical Location</i>
<b>Art</b>	<b>Landscapes</b> Composition, light and shade <i>Rousseau</i>		<b>3D Life Form</b> Sculpture <i>Greek Sculptures</i>		<b>Craft and Design</b> <b>Drop Down Day</b> Ancient Egyptian Scrolls	<b>Drawing</b> Growing artists <b>Drop Down Day</b> Abstract, shape and space
<b>Design and Technology</b>		<b>Textiles</b> 2D to 3D design <i>George DeMestral</i>		<b>Structures</b> Shell structures <i>Hans Rausing</i>	<b>Mechanics</b> Levels and linkages	
<b>Spanish</b>	<b>How can I describe myself?</b> Learning the verbs 'estar' and 'ser'. Adjectives to describe feelings and mood. Adjectives to describe personality.	<b>How can I say what I and others have?</b> Learning the verb 'tener'. Focusing on a variety of nouns to talk about what someone has. Learning days of the week.	<b>How can I describe what others and I do?</b> Learning how to conjugate regular 'ER' and 'AR' verbs in the present tense. Learning the use of 'hay' to say what there is.	<b>How can I use plurals and describe things?</b> Recognising regular plural markings → '-s'. Range of nouns and adjectives to describe activities. Number 1 – 12.	<b>How can I describe things and people?</b> Recognising more regular plural markings → '-es'. Adjectives to describe animals.	<b>How can I my express likes and dislikes?</b> Learning new verbs 'amar' and 'odiar', followed by a definite article.
<b>Music</b>	<b>Keeping to a pulse when performing</b> Music with a strong 1 and 3 pulse <i>Kenneth Alford, Marvin Gaye, Oliver, Barry White</i>	<b>Using pulse with an instrument</b>	<b>Differences in tunes within the same genre</b> Reggae <i>Bob Marley, Ziggy Marley, Toots and the Maytals, Pluto Shervington, Amy Winehouse</i>	<b>Latin Dance</b> <i>Reading notation, chords, singing, improvisation, performance</i>	<b>Just 3 Notes Samba with Sergio</b> <i>Pitch – 3 notes, rhythm patterns, dot notation, composing, performing, reading notation, call and response, singing</i>	<b>Fly with the Stars</b> <i>Note-reading, chords, pitch – 3 notes, dot notation, singing, improvisation, composition, performing</i>
<b>PE</b>	<b>Invasion Games</b> <i>Holding possession, and creating and moving into space</i>	<b>Dance</b> <i>Dance Coordination and movement</i>	<b>Invasion Games</b> <i>Passing and moving to attack.</i>	<b>Gymnastics</b> <i>Mirrored sequences which include balances, leaps and rolls.</i>	<b>Orienteering</b> <i>Follow a map with speed and agility.</i>	<b>Athletics</b> <i>Running, jumping, throwing Coordination and movement</i>
<b>PSHE</b>	<b>Healthy relationships</b>	<b>Living in the wider world</b>	<b>Health and wellbeing</b>	<b>Healthy relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>

Empathy

Honesty

Respect

Responsibility

	Online friendships	Laws and rules	How to look after our minds	Trust	The impact of exercise and nutrition	Role models
RE	<b>Judaism</b> How do Jews remember God's covenant with Abraham and Moses?	<b>Christianity</b> What is advent?	What is Spirituality and how do people experience this?	<b>Christianity</b> What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?

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