**Heathcoat Primary School Curriculum Map: Year 3 2022-2023**

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| Year 3 | **Autumn Term** | | | **Spring Term** | | | | **Summer Term** | | |
| **1** | **2** | | **1** | **2** | | | **1** | | **2** |
| **English**  **Including reading, writing, phonics/spelling and grammar** | The Disgusting Sandwich written by Gareth Edwards and Hannah Shaw  Outdoor wonderland written by Josie Jeffery  RWI/Guided reading | A river written by Marc Martin  How Santa really works written by Alan Snow  RWI/Guided reading | | Meerkat mail written by Emily Gravett    Carry me Away written by Matt Goodfellow  RWI/Guided reading | | An Anthology of Intriguing Animals written by Ben Hoare    The Iron Man written by Ted Hughes  RWI/Guided reading | Paddington goes to town written by Michael Bond  RWI/Guided reading | | | Book of Bones: 10 record breaking animals written by Gabrielle Balkan  Myth Atlas written by Thiago de Moraes  RWI/Guided reading |
| **Maths** | Adding and subtracting across 10 (2 weeks). (Year 2 revision)  Numbers to 1,000 (10 weeks). | Numbers to 1,000 (10 weeks).  NFER tests | | Right angles (2 weeks)  Manipulating the additive relationship and securing mental calculation. (4 weeks) | | Column addition (2 weeks).  2,4,8 times tables (3 weeks).  Column subtraction (1 week)  NFER tests | Unit fractions (5 weeks) | | | Non-unit fractions (4 weeks)  Parallel and perpendicular sides in polygons. (2 weeks)  Time ( 1 week)  NFER tests |
| **Science** | Light | Rocks and Soils. | | Forces and magnets | |  | Animals and humans  (skeletons/muscles/ nutrition) | | | Plants and soils |
| **ICT** | **Switched On Computing; We are programmers**- | | | **Switched on computing.**  **We are presenters**  **Celebrate Safer Internet Day.** | | | **Switched On Computing: We are bug fixers** | | | |
| **PE** | Learning Focus – Personal  FUNS station –  10, Coordination / footwork  1, static balance / one leg. | Learning Focus – Social  FUNS station –  6, Dynamic Balance to agility, jumping and landing  2, static balance / seated. | | **REAL PE**  Learning Focus – Cognitive  FUNS station –  5, Dynamic balance / on a line  9, coordination / ball skills | | Learning Focus – creative  FUNS station –  8, Coordination / sending and receiving  7, counterbalance / with a partner. | Learning Focus – Physical  FUNS station –  12, Agility – reaction / response  3, static balance / floor work. | | | Learning Focus – Health and fitness  FUNS station –  11, agility / ball chasing  4, static balance / stance |
| **History** | **Stone Age**  How did the lives of ancient Britons change during the Stone Age? |  | | **Bronze Age**  What is the secret of the standing stones? (Bronze Age Britain) | |  | **Iron Age**  How do artefacts help us to understand the lives of people in Iron Age Britain? | | |  |
| **Geography** |  | | Why do some earthquakes cause more damage than others? |  | | How can we live more sustainably? |  | | | Why are jungles so wet and deserts so dry? |
| **Music** | Ballads | | Creating compositions in response to an animation: Mountains | Pentatonic melodies and composition: Chinese New Year | | Developing singing techniques and keeping in time: The Vikings | **Jazz** | | Traditional instruments and improvisation: Around the world: India | |
| **RE** | What do Christians learn from the Creation story? | What is it like for someone to follow God? | | How do festivals and worship show what matters to a Muslim? | | How do festivals and family life show what matters to Jewish people? |  | | | What kind of world did Jesus want?  How and why do people try to make the world a better place? Linking different religions |
| **PSHE** | **Jigsaw:** Being me in my world | **Jigsaw:** Celebrating difference | | **Jigsaw:** Dreams and goals | | **Jigsaw:** Healthy me | **Jigsaw:** Relationships | | | **Jigsaw:** Changing Me |
| **Art** | 3D modelling or sculptures – Stone Age village – developing 2D designs in sketch books into a 3D form and working collaboratively to produce the art work | | | Printing – Animals linked with English topics  . | | | Drawing - Know with more understanding how artists employ the visual element of tone and exploring its impact in their own work. | | | |
| **DT** |  | Electrical systems: Static Electricity. | |  | | Food: eating seasonally |  | | | Structures: Constructing a castle: |
| **French** | Phonetics lesson 1 & I'm Learning French | | | Animals | | | Ice cream | | | |
| **Performance opportunities** | Opportunities for performance and drama/hot seating within the class. | Opportunities for performance and drama/hot seating within the class. | | Opportunities for performance and drama/hot seating within the class. | | Opportunities for performance and drama/hot seating within the class. | Opportunities for performance and drama/hot seating within the class. | | | Opportunities for performance and drama/hot seating within the class.  Heathcoat's Got Talent |
| **Other – including trips or visitors** | Kents Cavern – Stone age Britain |  | |  | |  |  | | | Exmoor zoo trip |
| **British values**  Rule of law  Democracy  Tolerance of different cultures and religions  Mutual respect  Individual liberty | **Rule of Law** –  Golden Rules and Behaviour Scheme Introduction    **Democracy** –  School Council Elections    **Tolerance of Different Cultures and Religions** – RE (Christianity)      **Mutual Respect** – PSHE and RE    **Individual Liberty** – School Council Elections, PSHE and RE | **Rule of Law** – Internet Safety  **Tolerance of Different Cultures and Religion**s – RE (Christianity and Christmas)      **Mutual Respect** – PSHE, RE and Internet Safety    **Individual Liberty** –  PSHE and RE | | **Tolerance of Different Cultures and Religions** – RE (Islam)      **Mutual Respect** –   PSHE and RE    **Individual Liberty** –  Safe Internet Usage, PSHE and RE | | **Rule of Law** – Internet Safety    **Tolerance of Different Cultures and Religions** – RE (Judaism)      **Mutual Respect** –  PSHE and RE    **Individual Liberty** –  Safe Internet Usage, PSHE and RE | **Rule of Law** – Internet Safety    **Tolerance of Different Cultures and Religions** –      **Mutual Respect** –  PSHE and RE    **Individual Liberty** – PSHE and RE | | | **Tolerance of Different Cultures and Religions** – RE (Linking to different religions)    **Mutual Respect** –  PSHE and RE    **Individual Liberty** – PSHE and RE |