

2023-2024

Year 3

	AUTUMN		SPRING		SUMMER	
<b>MATHS</b>	<b>Number</b> Number sense and exploring calculation strategies Place value  <b>Statistics</b> Graphs  <b>Number</b> Addition and subtraction  <b>Measures</b> Length and perimeter		<b>Number</b> Multiplication and division Calculating with multiplication and division  <b>Measures</b> Time  <b>Number</b> Fractions		<b>Geometry</b> Angles and shape  <b>Measures</b> Mass, volume and capacity  <b>Number</b> Applying Multiplicative Thinking Exploring calculation strategies and place value  <b>Consolidation and fluency</b>	
<b>ENGLISH</b>	See Separate English Curriculum Map		See Separate English Curriculum Map		See Separate English Curriculum Map	
<b>RE</b>	Homes Judaism St Charles Visitors		Journeys Listening & Sharing Giving All		Energy Choices Special Places	
<b>SCIENCE</b>	<b>Termly Science Skills Focus: Planning Investigations</b>		<b>Termly Science Skills Focus: Data Gathering</b>		<b>Termly Science Skills Focus: Evaluation of Investigation</b>	
	<b>Animals including humans</b> (nutrition, skeleton and muscle)	<b>Rocks</b> (fossils & soils)	<b>Rocks continued</b>	<b>Forces and Magnets</b> (magnetic materials, attracting and repelling)	<b>Plants</b> (life cycles)	<b>Light</b> (reflection and shadows)
<b>COMPUTING</b>	<b>Safety Rules</b>  <b>Computer Science</b> Journey of an email 3BM-Journey of an email  <b>Digital Literacy</b> ESafety 3BM-Internet Scenario Card	<b>Computer Science</b> Block Coding 3BM-I can use block coding	<b>Information Technology</b> Databases 3BM-Finding out about me	<b>Computer Science</b> Algorithms 3BM-Can your robot make shapes?  <b>Digital Literacy</b> Use technology safely, respectfully and responsibly  3BM-Would I lie to you	<b>Information Technology</b> Using QR codes 3BM- Would you like to read this?	<b>Computer Science</b> Understanding some computing vocabulary and terminology 3BM-Words Words Words Giving instructions for simple programming 3BM-Exploring how things work

<b>GEOGRAPHY</b>	<b>In the Desert</b>		<b>Countries of the World</b>		<b>Our Local Area</b>	
<b>HISTORY</b>	<b>What did the Egyptians believe about death and the afterlife?</b> The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.		<b>What effect did the discovery of iron have on everyday life?</b> Changes in Britain from Stone Age to Iron Age		<b>What was it like as a child during the Blitz in London?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
<b>ART and DESIGN</b>	<b><u>Art of Ancient Egypt</u></b> Explore Power of the Pharaohs represented in art. What is a bust? First use of paper. AE gods		<b><u>Still Life and Form</u></b> What is a still life? Still life throughout history. Using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form.		<b><u>Architecture</u></b> What is architecture/an architect? Line and symmetry in architecture, features of architecture (towers/domes) Exploring curved lines, nature, mosaics and stained glass	
<b>DESIGN and TECHNOLOGY</b>	<b><u>Structures</u></b> Picture frames		<b><u>Materials/ Structures/Textiles</u></b> Pencil cases		<b><u>Mechanisms</u></b> Pop up stories with levers and linkages	
<b>PE</b>	<b>Invasion Games</b> Basketball, Tag Rugby (Creating Space)	<b>Football</b> (keeping possession, marking and tackling)	<b>Gymnastics/Dance –</b> Balance, jumping and landing, climbing, rolling. Retelling a story	<b>Striking and Fielding</b> Cricket/Tennis (developing individual shots)	<b>Swimming</b>	
<b>SPANISH</b>	<b>¿Cómo te llamas?</b> Basics vocabulary	<b>Miró (Miró and his paintings)</b>	<b>El cuerpo (The body)</b>	<b>La selva tropical (the jungle)</b>	<b>Me gusta la fruta (I like fruit)</b>	<b>Minibeasts</b>
<b>MUSIC</b>	<b><u>Performing:</u></b>	<b><u>Performing: Reading Notation -Pitch</u></b>	<b><u>Performing: Instrumental Performance</u></b>	<b><u>Composing and Improvising</u></b>	<b><u>Creating and Performing</u></b>	<b><u>Musicianship: Singing and Listening</u></b>

	<b><u>Reading Notation - Rhythm</u></b> <b>Reading Notation 1:</b> Rhythm and Tempo	<b>Exploring Staff Notation 1:</b> High and Low (Glockenspiel)	<b>Ensemble Skills 1:</b> Call & Response (Glockenspiel OR Recorder)	<b>Composition Skills 1:</b> Pitch, Rhythm and Structure	<b>Exploring Musical Theatre:</b>  Forte and Piano	<b>Becoming Musicians 1:</b>  Dynamics and Tempo
<b>RSE</b>	<b>Module 1: Created and loved by God</b> Unit 1: Religious Understanding	<b>Module 2: Created to love others</b> Unit 1: Religious Understanding	<b>Module 2: Created to love others</b> Unit 2: Personal relationships		<b>Module 2: Created to love others</b> Unit 2: Personal relationships	<b>Module 3: Created to love others</b> Unit 1: Religious Understanding
<b>PSHE</b>	<b>Healthy Lifestyles</b> Healthy Eating Physical Health and Fitness	<b>Emotions and Feelings</b> Being Safe Mental Wellbeing		<b>Me and my community</b> Being a responsible citizen  <b>Where do things come from?</b> Being a responsible citizen Economic Wellbeing		<b>Aspirations</b> Economic Wellbeing Careers  <b>Managing Money</b> Economic Wellbeing