

## Year 3 Curriculum Map 2022-2023

Year 3	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Cultural capital strands</b>	Bravery Community Belonging Tolerant	Courage Determined Self-assured Self-Belief	Hopeful Curiosity Social	Composure Individuality Creativity	Compassion Drive Aspirational Confidence	Independence Joy Happy
	<b>Steps 2 Read</b>	S2R: Science - Forces & Magnets	S2R: Reading Breathe - Stories and Poetry- Different Forms	S2R: Geography - Mountains and Rivers	S2R: Reading Breathe - Fairy Stories and Poetry - Different forms	S2R: History - Egyptians	S2R: Reading Breathe - Stories, Plays and Poetry - Different Forms
	<b>Read 2 Write</b>	RTW: The Iron Man	RTW: Fox	RTW: Rhythm of the Rain	RTW: Jemmy Button	RTW: Egyptology	RTW: Into the Forest
	<b>Maths</b>	Adding and Subtracting across 10 (Unit 1-2 weeks)  Numbers to 1.000 (Unit 2-10 weeks)	Numbers to 1.000 (Unit 2-10 weeks)	Right angles  Manipulating the additive relationship and securing mental calculation	Column addition  2, 4, 8 times tables  Column subtraction	Unit fractions	Non-unit fractions  Parallel and perpendicular sides in polygons  Time
	<b>Science</b>	Magnets and Forces	Movement and Feeding	Scientist Study	Light and Shadows	Rocks and Soils	What Plants Need
	<b>History</b>	What have we learnt about the Romans?			What was awesome about the Egyptians?		

	<b>Geography</b>	<b>Why do volcanoes erupt?</b>			<b>How do people benefit from living near a river?</b>		
	<b>Art and Design Technology</b>	DT Can you design a trap to capture 'The Iron man'?	ART Roman Artefacts  Dry Mark Making & Printing	ART Textile Rivers  Textiles & Digital Art	DT Can you design the brightest light?	DT What is a healthy meal?  Cooking and Nutrition	ART Trees and Flowers  Wet Mark Making & Sculpture
	<b>Computing</b>	3.1 We are programmers	3.2 We are bug fixers MGL (CPD)	3.3 We are presenters	3.4 We are network engineers	3.5 We are opinion pollsters	<b>Basic Skills</b>
	<b>RE</b>	<b>Hinduism</b>  How do Hindus view God and how is Diwali celebrated?	<b>RRSA</b>  Articles 19, 26 and 32	<b>Christianity</b>  How do Christians use the Bible to help them with their lives?	<b>Christianity</b>  What do I think about Jesus and how is he portrayed in art from around the world?	What is my point of view about God and why do people have faith?	<b>Islam</b>  How do Muslims worship?
	<b>PE</b>	<b>Invasion: Netball</b>  Dance Wild Animals	<b>Invasion: Football</b>  Gymnastics Symmetry & Asymmetry	<b>OAA: Problem Solving</b>  Dance: Weather	<b>Invasion: Tag Rugby</b>  Net / Wall: Tennis	<b>Striking &amp; Fielding: Rounders</b>  Athletics: Throwing and Jumping	<b>Athletics: OOA: Communication and Tactics</b>
	<b>Music</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song  Music from	Bringing Us Together	Reflect, Rewind and Replay

		<p><i>RnB and other styles</i></p> <p>Historical context of musical styles</p>	<p><i>Exploring and developing playing skills</i></p> <p>Language of music, theory and composition</p>	<p><i>Reggae and animals</i></p> <p>Poetry and the historical context of musical styles</p>	<p><i>around the world, celebrating our differences and being kind to one another</i></p> <p>Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p><i>Disco, friendship, hope and unity</i></p> <p>Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p><i>The history of music, look back and consolidate your learning, learn some of the language of music</i></p> <p>History of music in context</p>
	<b>MFL</b>	<p><b>A new start</b></p> <p>Getting to know you Numbers Colours</p>	<p><b>Calendar and Celebrations</b></p> <p>Bonfire Colours numbers Christmas starry night</p>	<p><b>Animals I like and don't like</b></p> <p>Animals around us</p>	<b>Carnival and Playground Games</b>	<b>Breakfast, Fruit Nouns Hungry giant</b>	<p><b>Going on a picnic</b></p> <p>Map explorers Gingerbread men</p>
	<b>PSHE</b>	<p><b>What makes a family? Features of family life.</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p><b>Recognising respectful behaviour</b></p> <p>The importance of self-respect; courtesy and being polite.</p>	<p><b>The value of rules and laws; rights, freedoms and responsibilities.</b></p> <p>How the internet is used; assessing information online</p>	<p><b>Different jobs and skills</b></p> <p>Job stereotypes; setting personal goals</p>	<p><b>Health choices and habits</b></p> <p>What affects feelings? Expressing feeling Personal strengths and achievements; managing and reframing setbacks</p>	<p><b>Risks and hazards</b></p> <p>Safety in the local environment and unfamiliar places</p>
	<b>RSE</b>	<p><b>Families and getting on with our families</b></p> <p>Introducing Yasmine &amp; Tom</p>	<p><b>Me, myself &amp; I</b></p> <p>What makes a good friend?</p>		<b>Gender stereotypes and aspirations</b>		