



# WITHYMOOR PRIMARY SCHOOL CURRICULUM MAP FOR YEAR 3



## Learning Together, Aiming for Excellence

Revised September 2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Text: The True Story of Three Little Pigs Genre: (F) Length of unit: (18) Text type: Story</p> <p>Text: The Colour Collector Genre: (P) Length of unit: (16) Text type: poetry</p> <p>Text: The Secret of Black Rock Genre: (N) Length of unit: (17) * 4 days Text type: Story</p>	<p>Text: The Secret of Black Rock Genre: (N) Length of unit: (17) cont... 13 days* Text type: Story *Condense by 2 days</p> <p>Text: The Journal of Iliona, A Young Slave Genre: (NF) Length of unit: (16) Text type: Diary</p> <p>Text: Christmas Dessert Genre: (F) Length of unit: (11) Text type: Persuasive</p>	<p>Text: The Blue Umbrella Genre: (F) Length of unit: (17) Text type: Animation</p> <p>Text: The Gardener Genre: (NF) Length of unit: (13) 8 days Text type: Letter</p>	<p>Text: The Gardener Genre: (NF) Length of unit: (13) cont...5 days Text type: Letter</p> <p>Text: Autumn is Here Genre: (P) Length of unit: (18) Text type: Season Poem</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (2)</p>	<p>Text: Stone Age Boy Genre: (F) Length of unit: (15) Text type: Story</p> <p>Text: How A Robot Dog Works Genre: (NF) Length of unit: (17) Text type: Explanation</p> <p>Additional unit to be planned by year group: Write about real events; Write simple, coherent narratives about personal experiences Genre: (NF) Length of unit: (3)</p>	<p>Text: Flood Genre: (F) Length of unit: (18) Text type: Story</p> <p>Text: The Wolves in the Wall Genre: (F) Length of unit: (18) Text type: Story *Condense by 1 day</p>
<b>Mathematics</b>	<p>Place Value Addition and subtraction Multiplication and division</p>		<p>Multiplication and division Money Statistics Length and perimeter Fractions</p>		<p>Fractions Time Shape Mass and capacity</p>	
<b>Science</b>	<p>Skeletons Movement Nutrition &amp; Diet Food Waster Rocks</p> <p>Famous scientist: Dr Anjana Khatwa – geologist</p>		<p>Fossils Soils Light</p> <p>Famous scientist: Mary Anning – fossil hunter Famous scientist: Adelle Davis – nutritionist Famous scientist: Justus Von Liebig – mirrors</p>		<p>Plants A Forces Magnets Plants B Biodiversity</p> <p>Famous scientist: Joseph Banks – botanist Famous scientist: Andre Marie Ampere – electro-magnetism</p>	

Computing	Digital Literacy Computer Science	Information Technology	Digital Literacy	Information Technology	Information Technology	Information Technology Digital Literacy
	Unit 3.2 – Online Safety Unit 3.1 – Coding	Unit 3.3 – Spreadsheets Unit 3.4– Touch typing	Unit 3.5 – Email & email safety	Unit 3.6- Branching databases	Unit 3.7 – Simulations Unit 3.8 – Graphing	Unit 3.9 – Presenting e-safety
History	Changes in Britain from Stone Age to the Iron Age		The Roman Empire and its Impact on Britain		The Achievements of Early Civilisations: Ancient Egypt	
	Compare aspects of life from the Stone Age, Bronze Age and Iron Age Settlements, Farming, tools, Art & Religion		Why did the Romans come here and what impact did it have on Britain? Boudicca and the resistance		When and where was this early civilisation? Achievements: farming & irrigation, architecture & building and communication	
Geography	Locational Knowledge Geographical Skills		Locational Knowledge, Human & Physical geography, Geographical Skills		Human & Physical geography, Geographical Skills & Fieldwork Mountain ranges	
	How are the regions in the UK similar and different? Counties surrounding the West Midlands		Mapping Europe Countries, capitals, key physical & human characteristics of named countries		Mountains within the UK Fieldwork: visit Wren's Nest Hill	
Music	Five lessons DPA		Five lessons DPA		Five lessons DPA	
	<ul style="list-style-type: none"> <li>Understand and respond to visual cues for starting and stopping.</li> <li>Direct others to start and stop using gestures and can follow a conductor.</li> <li>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul> Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.		Play a simple melody with technical control of the instrument/voice to create a pleasing sound. <ul style="list-style-type: none"> <li>Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> </ul> <ul style="list-style-type: none"> <li>Understand and respond to visual cues for starting and stopping.</li> <li>Direct others to start and stop using gestures and can follow a conductor.</li> </ul>		Play a simple melody with technical control of the instrument/voice to create a pleasing sound.           Direct others to start and stop using gestures and can follow a conductor. <ul style="list-style-type: none"> <li>Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul>	
Art	<u>Painting</u> Katsushika Hokusai - The Great Wave <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> Experiment with creating mood with colour		<u>Drawing</u> William Morris – (Pattern work) <ul style="list-style-type: none"> <li>Use pencils of different hardness to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow</li> </ul>		<u>Sculpture</u> Henry Moore – Three Standing Figures <ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul>	
	DT	<b>Aspect of DT: Structures</b> <b>Focus:</b> Shell structures using computer- aided design Broken Biscuits		<b>Aspect of DT: Food</b> <b>Focus:</b> Healthy and varied diet (including cooking and nutrition requirements for KS2) Sandwich snacks		<b>Aspect of DT: Textiles</b> <b>Focus:</b> 2D shape to 3D product Making an apron
RE		Diwali	Christmas	Jesus the Healer	What is 'Good' about Good Friday?	Can Brahman be everywhere? Hinduism How important is sharing to Sikhs?
	PE	Fundamentals of fitness Balls Games	Fitness Football	Dance Handball	Dance Hockey	Gymnastics Tennis
Relationships			Living in the Wider World		Health and Wellbeing	

RSHE	<p>What makes a family. Features of family life. Friendship and my friend's perspective Responsibilities Good choices</p>	<p>Personal boundaries. Safely responding to others. The impact of hurtful behaviour. How to respond to bullying</p>	<p>Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite. Moving forward</p>	<p>The value of rules and laws. Rights. Freedoms and responsibilities. Solving problems</p>	<p>How the internet is used? Assessing information online.</p>	<p>Different jobs and skills. Job stereotypes. Setting personal goals. Simple budgeting</p>	<p>Health choices and habits. Knowing what affects feelings and expressing feelings. Solving problems</p>	<p>Personal strengths and achievements. Managing and reframing setbacks. Moving forward Inside and outside body changes</p>	<p>Risks and hazards. Safety in the local environment and unfamiliar places.</p>
French	<p>I'm learning French</p>	<p>Core Vocabulary (Days/ Months/ Numbers/ Colours/ Salutations/ Class commands)</p>		<p>Animals</p>	<p>Musical Instruments</p>	<p>Fruit and Vegetables</p>	<p>Little Red Riding Hood</p>		