



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



Year 3 Spring 2022-2023											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1 3 days	<p>Hook day <b>Grandpa's Teeth:</b> Write an exciting mystery story (based on a losing plot).</p> <p><b>Imitate:</b> Internalise the text. Deepening understanding.</p>	<p><b>Number: Multiplication and division B</b></p> <ul style="list-style-type: none"> <li>- Multiples of 10</li> <li>- Related calculations</li> <li>- Reasoning about multiplication.</li> </ul>	<p><b>Forces and Magnets</b> Compare how things move on different surfaces.</p>	<p><b>Local Church: Community</b> Use religious words and phrases to describe the liturgical year and the special events.</p> <p>Identify the special seasons of the Church year and the changing of colours of the cloth.</p>	<p><b>Europe Forecast:</b> What is Europe? Countries and climates. Investigate places.</p>	<p><b>D&amp;T - Digital world: Electronic charm</b> Understand the impact of the digital revolution in the world of (D&amp;T) product design.</p>	<p><b>We are presenters</b> Research a topic of interest using Google</p>	<p><b>Tennis</b> Strike a ball with a racket using the swing action.</p> <p><b>Tag Rugby</b> Evade a defender when attacking.</p>	<p>Wider opps- recorders: - formal notation - duration: reading rhythms.</p>	<p><b>Introducing items of clothing</b></p>	<p><b>Dreams and Goals</b> I can tell you about a person who has faced difficult challenges and achieved success.</p>
Wk2	<p><b>Imitate:</b> Reading as a reader. Reading as a writer activities.</p> <p>Box up and tool kit.</p>	<p><b>Number: Multiplication and division B</b></p> <ul style="list-style-type: none"> <li>- Multiply a 2-digit number by a 1-digit number – no exchange</li> <li>- Multiply a 2-digit number by a 1-digit number – with exchange</li> <li>- Link multiplication and division</li> <li>- Divide a 2-digit number by a 1-digit number – no exchange</li> <li>- Divide a 2-digit number by a 1-digit number – flexible partitioning.</li> </ul>	<p><b>Forces and Magnets</b> Identify magnetic and non-magnetic materials.</p>	<p><b>Local Church: Community</b> Discuss the three cycles of readings and scriptures during the ordinary time of the Church year.</p>	<p><b>Europe: Western Europe:</b> Separated by sea, Iberian Peninsula.</p>	<p><b>D&amp;T - Digital world: Electronic charm</b> Write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm.</p>	<p><b>We are presenters</b> Research a topic of interest using Google.</p>	<p><b>Tennis</b> Strike a ball with a racket using the swing action and work constructively with a partner.</p> <p><b>Tag Rugby</b> Accurate passing with a partner.</p>	<p>Wider opps- recorders: - formal notation - duration: reading rhythms.</p>	<p><b>Describing items of clothes using colours</b></p>	<p><b>Dreams and Goals</b> I can identify a dream/ambition that is important to me.</p>



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Wk3	<p><b>Innovate:</b> Recasting the story as a diary entry written from Grandpa's perspective, showing his character.</p> <p>Box up. Planning/text map. Shared writing.</p>	<p><b>Number: Multiplication and division B</b></p> <p>Divide a 2-digit number by a 1-digit number – with remainders. Scaling. How many ways? End of block assessment.</p>	<p><b>Forces and Magnets</b> Identify which magnet is strongest.</p>	<p><b>Local Church: Community</b> Identify the feast days of Mary and their importance to the Church year.</p> <p>Link scripture to the pilgrimage of Jesus to the temple of Jerusalem.</p>	<p><b>Europe: Northern Europe</b> Baltic nations. Collect and record information.</p>	<p><b>D&amp;T - Digital world: Electronic charm.</b> Create and decorate a foam pouch for the eCharm, using a template.</p>	<p><b>We are presenters</b> Find images online for their topic.</p>	<p><b>Tennis</b> Hit the ball using a forehand groundstroke technique.</p> <p><b>Tag Rugby</b> Beat a defender by moving into space.</p>	<p>Wider opps-recorders: formal notation Duration: reading rhythms. Pitch.</p>	<p>Describing items of clothes using colours and sizes.</p>	<p><b>Dreams and Goals</b> I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p>
Wk4	<p>T4W: Grandpa's teeth Independent Application: Hot Task Children will write their own mystery story based on a finding plot. (Cold Task).</p>	<p><b>Measurement: Length &amp; perimeter</b></p> <p>Measure in metres and centimetres. Measure in millimetres. Measure in centimetres and millimetres. Metres, centimetres and millimetres. Equivalent lengths (metres and centimetres).</p>	<p><b>Forces and Magnets</b></p> <p>Able to describe magnets as having two poles.</p>	<p><b>Local Church: Community</b></p> <p>Discuss why prayer is important to Christians and how they can receive Gods word through the Church.</p>	<p><b>Europe: Central Europe</b> Land of the Alps, following the Danube. Study physical characteristics.</p>	<p><b>D&amp;T - Digital world: Electronic charm.</b> Design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.</p>	<p><b>We are presenters</b> Rehearse their presentations.</p>	<p><b>Tennis</b> Use the forehand technique to rally with a partner.</p> <p><b>Tag Rugby</b> Beat a defender by moving into space.</p>	<p>Wider opps-recorders: formal notation Duration: reading rhythms. Pitch.</p>	<p>Saying an item of clothing using a conjunction.</p>	<p><b>Dreams and Goals</b> I am motivated and enthusiastic about achieving our new challenge.</p>
Wk5	<p>T4W: Dazzling demon dentures: Persuasive advert Hook day</p> <p><b>Imitate</b></p>	<p><b>Measurement: Length &amp; perimeter</b></p> <p>Equivalent lengths (centimetres and millimetres).</p>	<p><b>Forces and Magnets</b></p> <p>Investigate the magnetic poles explore how</p>	<p><b>Eucharist: Relating, Listening and Sharing.</b> Discuss how the community</p>	<p><b>Europe: Eastern Europe</b> Crossing into Asia, The Eastern Edge</p>	<p><b>D&amp;T - Digital world: Electronic charm.</b> Design a display badge</p>	<p><b>We are presenters.</b> Record their presentations.</p>	<p><b>Tennis</b> Hit the ball using a backhand groundstroke technique.</p>	<p>Wider opps-recorders: formal notation Duration: reading rhythms.</p>	<p>Describing an item of clothing you have or do not have using conjunctions.</p>	<p><b>Dreams and Goals</b> I can recognise obstacles which might hinder my achievement</p>



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	Internalising the model text. Tuning into the language of persuasion. Vocabulary Grammar and sentence patterns for that genre and further deepen the understanding of the story.	Compare lengths. Add lengths. Subtract lengths.	poles repel and attract.	prepares for Mass services.	Identify new places.	and/or stand using CAD (computer-aided design) software for an eCharm product.		<b>Tag Rugby</b> Apply skills in mini matches.	Structure.		and can take steps to overcome them.
<b>Wk6</b>	T4W: Persuasive advert <b>Imitate</b> Reading as a reader. Reading as a writer activities.  Box up and construction of toolkit.	<b>Measurement: Length &amp; perimeter</b>  What is perimeter? Measure perimeter Calculate perimeter. End of block assessment.	<b>Forces and Magnets</b> End of topic quiz.	<b>Eucharist: Relating, Listening and Sharing.</b>  The importance of the Gloria reading and what it says about God.	<b>Europe: Southern Europe.</b> Around the Adriatic.	<b>D&amp;T - Digital world: Electronic charm.</b> Evaluate design.	<b>We are presenters</b> <b>Edit their presentations.</b>	<b>Tennis</b> Use the backhand technique when rallying with a partner.  <b>Tag Rugby</b> Apply skills in mini matches.	Wider opps-recorders: formal notation Duration: reading rhythms. Structure	<b>Reading AFL Charlie story</b>	<b>Dreams and Goals</b> I can evaluate my own learning process and identify how it can be better next time.
<b>HALF TERM</b>											
<b>Wk 7</b>	T4W: Persuasive advert Innovate Class innovation – Advert for new hair Children’s innovation - Advert for new glasses.  Box up. Planning/text map.	<b>Number: Fractions A</b> - Understand the denominators of unit fractions - Compare and order unit fractions - Understand the numerators of non-unit fractions.	<b>Rocks</b> Able to group rocks according to their characteristics.	<b>Eucharist: Relating, Listening and Sharing.</b>  The Liturgy of the Word.  The offering of the Gifts.	<b>Ancient Egypt</b> Place the time studied on a timeline. Who ruled Ancient Egypt?	<b>Formal elements of art</b> Seeing simple shapes.	<b>We are who we are</b> Write about their earliest memories.	<b>Tennis</b> Use forehand and backhand groundstrokes to maintain a rally.  <b>Hockey</b>	Wider opps-recorders: formal notation duration: reading rhythms, using dynamics effectively.	<b>Animals</b> Masculine and feminine nouns. Indefinite articles a/an=un/una.	<b>Healthy Me</b> I understand how exercise affects my body and know why my heart and lungs are such important organs.



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	Shared writing.	Understand the whole.						Able to dribble the ball under control.			
Wk 8	Invent: Hot task Children will plan and write their own advert for a new set of teeth for a particular person or character e.g. the Gruffalo; a dinosaur; Professor Dumbledore.	<b>Number: Fractions A</b> Compare and order non-unit fractions. Fractions and scales. Fractions on a number line. Count in fractions on a number line.	<b>Rocks</b> Able to plan, carry out and evaluate experiments to compare rocks.	<b>Eucharist: Relating, Listening and Sharing.</b>  The Eucharistic Prayer.  The Communion Rite.	<b>Ancient Egypt</b> Why was the River Nile important?	<b>Formal elements of art</b> Geometry.	<b>We are who we are.</b> Write about their interests and hobbies.	<b>Tennis</b> Use forehand and backhand groundstrokes to maintain a rally.  <b>Hockey</b> Able to dribble on the move under control at speed.	Wider opps- recorders: formal notation duration: reading rhythms, using dynamics, effectively.	Verb I have=Tengo/ no tengo plural and singular	<b>Healthy Me</b> I know that the amount of calories, fat and sugar I put into my body will affect my health.
Wk 9	T4W: Persuasive letter <b>Imitate</b> Internalising the model text. Tuning into the language of persuasion. Vocabulary Grammar and sentence patterns for that genre and further deepen the understanding of the story.	<b>Number: Fractions A</b> Equivalent fractions on a number line. Equivalent fractions as bar models. End of block assessment.	<b>Rocks</b> Identify rocks that are used for particular purposes.	<b>Lent/Easter: Giving All</b>  Lent; an opportunity for giving.  Parents and children should love and respect one another, as God wants them to do.	<b>Ancient Egypt</b> How did the Ancient Egyptians travel and trade? Compare with our life today.	<b>Formal elements of art</b> Working with wire.	<b>We are who we are</b> Create slides about an issue they feel strongly about.	<b>Tennis</b> Develop tactics to keep rallies going and to win points.  <b>Hockey</b> Pass and receive using the push pass. Work constructively with a partner.	Wider opps- recorders: formal notation duration: reading rhythms, singing skills.	<b>What colour are the animals?</b> Introduction/recap Iling colours (Y2) is/are= es/son singular and plurals adjectives.	<b>Healthy Me</b> I can explain my knowledge about and attitude towards healthy and unhealthy choices.
Wk 10	T4W: Persuasive letter Reading as a reader.	<b>Measurement: Mass &amp; Capacity</b> Use scales.	<b>Rocks</b> Identify where rocks are found.	<b>Lent/Easter: Giving All.</b>	<b>Ancient Egypt</b> Why did the Egyptians build the pyramids?	<b>Formal elements of art</b>	<b>We are who we are.</b> Create a short presentation	<b>Tennis</b> Develop tactics to keep rallies	Wider opps- recorders: formal notation	<b>Adjectives</b> Describe animals using colours,	<b>Healthy Me</b> Know some strategies for keeping myself



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	Reading as a writer activities.  Box up and construction of toolkit.	Measure mass in grams. Measure mass in kilograms and grams. Equivalent masses (kilograms and grams).		A new way of living.	The achievements of the early civilisation.	The four rules of shading.	about themselves.	going and to win points.  <b>Hockey</b> Pass and receive using the push pass whilst finding space.	duration: reading rhythms, singing skills.	Describe plural and singular nouns.	safe, who to go to for help and how to call emergency services.
Wk 11	T4W: Persuasive letter Class innovation – Persuasive letter from Mrs Carbuncle Children’s innovation - Persuasive letter from Pearl White. Box up. Planning/text map. Shared writing.	<b>Measurement: Mass &amp; Capacity</b>  Compare mass. Add and subtract mass. Measure capacity and volume in millilitres. Measure capacity and volume in litres and millilitres.	<b>Rocks</b> Explore different types of soil and identify their characteristics.	<b>Lent/Easter: Giving All</b>  Sometimes it is hard to be totally giving.	<b>Ancient Egypt</b>  Why was Tutankhamun's tomb an important discovery?	<b>Formal elements of art</b> Shading from light to dark.	<b>We are who we are</b> Rehearse presentation.	<b>Tennis</b> Apply tactics in a competitive situation. Work collaboratively with a partner.  <b>Hockey</b> Move and under pressure from a defender.	Wider opps-recorders: formal notation duration: reading rhythms, singing skills.	<b>Animal stories</b> El oso pardo. Recap colours and animals. Writing my own story.	<b>Healthy Me</b> I can identify when something feels safe or unsafe.
Wk 12	Invent (hot task)  Children will plan and write their own letter to Grandpa to persuade him that he does not actually need teeth.	<b>Measurement: Mass &amp; Capacity</b>  Equivalent capacities and volumes (litres and millilitres). Compare capacity and volume. Add and subtract capacity and volume. End of block assessment.	<b>Rocks</b> Investigate the permeability of different soils.	<b>Lent/Easter: Giving All</b>  Jesus’ total giving.  Jesus is risen.	<b>Ancient Egypt</b> Consolidation	<b>Formal elements of art</b> Consolidation.	<b>We are who we are</b> Edit presentation.	<b>Tennis</b> Apply tactics in a competitive situation. Work collaboratively with a partner.  <b>Hockey</b> Use the appropriate techniques learnt in a game situation.	Wider opps-recorders: formal notation duration: reading rhythms, singing skills.	<b>La semana Santa (Easter - cultural)</b>	<b>Healthy Me</b> I understand how complex my body is and how important it is to take care of it.



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Year 3 Foundation Subjects Curriculum Spring 2021-2022		
Subject and Topic	Key Skills	Key Knowledge
<b>Religious Education</b>	<p>Ask and respond to questions about what they and others wonder about how we help one another on the journey through the year. Describe the liturgical year and how it is composed of seasons and feasts days.</p> <p>Make links to show how feelings and beliefs affect how they and others behave in their life journey.</p> <p>Ask and respond to questions about their own and others' experiences and feelings about listening well and sharing. Ask questions about what they and others wonder about the joys and difficulties of listening and sharing. Describe how feelings and beliefs affect their own and others' desire to listen and to share.</p> <p>Compare their own and others' ideas about the questions of how and why we listen and share.</p> <p>Retell some of the stories of Holy Week and the Resurrection. Explain the religious actions and symbols of Lent and Holy Week. Describe some ways in which Christians use the time of Lent to give to others.</p> <p>Make links between the scripture and what Christians believe about how they should act.</p>	<p>A journey through a year. The Christian family's journey with Jesus through the Church's year. The Gospels tell us about assimilation, celebration and application of Jesus' journey and pilgrimage through his life.</p> <p>Listening and sharing with one another. Listening to the Word of God and sharing in Holy Communion. The Gospels tell us about assimilation, celebration and application of listening and sharing the Word of God.</p> <p>How people give themselves.</p> <p>How Lent is a time to remember Jesus' total.</p> <p>The Gospels tell us about assimilation, celebration and application of Jesus' life as a giving selfless person and how we can live in his image.</p>
<b>Science</b>	<p>Prediction. Comparing objects and reactions. Observations of materials and how they act together. Writing a test.</p>	<p><b>Force and magnets</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others - compare and group together. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other.</p> <p><b>Rocks and soils</b> Compare and group together different kinds of rocks based on appearance and physical properties. Describe how fossils are formed when things that have lived are trapped within rocks. Recognise that soils are made from rocks and organic matter.</p>
<b>History</b>	<p>Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Compare with our life today. Everyday lives of people in this time period studied. Identify reasons for and results of people's actions. Identify and give reasons for different ways in which the past is represented. Look at representations of the period – museums, cartoons etc.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Study the achievements of the early civilisation of Ancient Egypt. Understand and explore the wonders of the Pyramids; the lifestyles of the Egyptians and their religious beliefs.</p>



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Subject and Topic	Key Skills	Key Knowledge
	<p>Observe small details – artefacts, pictures.            Select and record information relevant to the study.            Use a range of sources, including secondary sources, to explore the wonders of the Pyramids; the lifestyles of the Egyptians and their religious beliefs.            Distinguish between different sources – compare different versions of the same story.</p>	<p>Learn about Pharaohs during this time period. Their way of life and compare this to the average Egyptian person.            Study Howard Carter and his discoveries within Egypt.            Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>
<b>Geography</b>	<p>Begin to ask/initiate geographical questions.            Investigate places and themes at more than one scale.            Begin to collect and record evidence. Analyse evidence and begin to draw conclusions, using a range of resources e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.            Locate places on larger scale maps e.g. Map of Europe. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)            Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.            Use 4 compass points to follow/give directions: use letter/no. coordinates to locate features on a map.            Use the points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Recap countries within the UK and identify counties within England.            Identify and locate the countries within Europe and major cities.            Study their environmental regions and climate.            Study their physical and human characteristics.            Locate the equator on a map.            Identify the position and significance of latitude and longitude, the North and South hemispheres.            Learn about the tropics of Cancer and Capricorn, the Arctic and Antarctic.            Learn about the Prime/Greenwich Meridian and time zones.            Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country.</p>
<b>Computing</b>	<p>Work collaboratively.            Be aware of responsibilities when editing someone's work.            Practise research skills.            Create a presentation.            Gain skills in editing slides.</p>	<p>Know how to use google search effectively.            Familiarise themselves with Wikipedia.            Write for a target audience.            Know how to present a presentation.            Understand how to give feedback.</p>
<b>Art</b>	<p>Formal elements of art.            Bend, manipulate and join wire to create an object, such as a fish.            Create effective shading.            Sketch 2D and 3D shapes with growing confidence.</p>	<p>Formal elements of art.            Know that when shading I need to blend tones gradually.            Know how to improve shading.            Understand the term geometry.</p>
<b>Design &amp; Technology</b>	<p>D&amp;T - Digital world: Electronic charm.            Use a template when cutting and assembling a pouch, with some support.            Follow basic design requirements using computer-aided design.            Evaluate their design.</p>	<p>D&amp;T - Digital world: Electronic charm.            Understand the term digital revolution.            Explain how technology assists in our modern lives.            Give a basic explanation of a program.</p>



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Subject and Topic	Key Skills	Key Knowledge
<b>Physical Education</b>	<p><b>Tennis</b> Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. Learn to direct the ball towards the target area and away from their opponent. Play with the same basic court set-up and rules but use a range of equipment and skills, including throwing, catching, kicking and striking. Return to the ready position to defend my own court.</p> <p><b>Hockey</b> Dribble the ball under control. Dribble on the move under control at speed. Pass and receive using the push pass.</p> <p><b>Tag Rugby</b> Pass the ball to a partner. Pass effectively under pressure from a defender. Work with a teammate to beat a defender. Tag an opponent.</p>	<p><b>Tennis</b> Children develop the ability to find and use space. Recognise correct passing technique. Children learn to outwit their opponents through applying simple choices and decisions. Understand how to play against their opponents using these techniques.</p> <p><b>Hockey</b> Recognise that the ball and stick should be in front of the body during play. Know where to look when dribbling. Know the benefits of keeping the ball 'glued' to the stick.</p> <p><b>Tag Rugby</b> Understand the basic rules of tag rugby. Know how to evade a defender. Understand correct passing technique. Discuss how to improve performance in a game situation.</p>
<b>Music</b>	<p>Wider Opps - Recorders: Singing/Recorders: maintain own melodic line with growing confidence and control; when singing/playing use one breath per melodic phrase; sing/play songs which use an increasingly wider pitch range. Dynamics: Identify how and why a range of dynamic effects have been used in a piece and make choices about the use of dynamics in playing. Duration: recognise aurally and speak SOLFA rhythmic syllables (ta-aa, ta, te-te, rest) to copy, improvise and compose rhythmic phrases. Tempo: recognise how tempo has been used in a piece; and its effect to create excitement or highlight a particular word, phrase or emotion. Pitch: Begin to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names DRM / MSL / DMS. Structure: recognise aurally simple musical structures (round, verse chorus etc.) .</p>	<p>Wider Opps - Recorders: Singing/playing: good singing/playing relies on the development of accurate pitching and use of thinking voice; good playing/vocal technique improves range and control; the voice/recorder is an expressive instrument. Dynamics: are expressive elements in music that are used to achieve particular effects and moods. Duration: rhythms can be added to songs to provide effective accompaniment. Tempo: is an expressive element in music that is used to achieve particular effects and moods. Pitch: can be represented using SOLFA pitch names and hand signs. Structure: a phrase is a melodic or rhythmic pattern, which functions as part of a musical sentence, giving the piece a sense of direction.</p>
<b>Spanish</b>	<p>Listen attentively to spoken language and show understanding of a few familiar words and short phrases by joining in and responding. <b>Listen</b> and appreciate stories, songs, poems, and rhymes in the language. <b>Read</b> carefully and show understanding of words learnt.</p>	<p>Recognise masculine, feminine, singular and plural nouns. Introducing verb "tener", "tengo" and "no tengo" Use adjectives in order to describe and agree with the nouns and have a clear concept of the grammar and knowledge about the language.</p>



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Year 3		
Foundation Subjects Curriculum		Spring 2021-2022
Subject and Topic	Key Skills	Key Knowledge
	<p><b>Write and copy</b> new words accurately, learn them and be able to recognise them in short texts.</p> <p><b>Speak</b> and explore the patterns and sounds of language via songs and rhymes. Link spellings, sounds, and meaning of words.</p> <p>Grammar: Understand how phonics work in Spanish. Learn what 'cognates' are.</p>	
<b>PSHE &amp; Relationships, Sex Education</b>	<p>Set a fitness challenge.</p> <p>Express how being anxious or scared feels.</p> <p>Make a healthy choice- food, physical activity.</p> <p>Take responsibility for keeping myself and others safe.</p> <p>Conflict situations affected other people's feelings.</p>	<p>Recognise the health benefits of physical activity.</p> <p>Acknowledge that talking about emotions with others can be supportive.</p> <p>Show respect my body and appreciate what it does for me.</p> <p>Explain why it is important to have rules.</p> <p>Describe different conflicts that might happen in family or friendship groups</p>