



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 3 Autumn 2021											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<p>Hook day: Fiction- The day the crayons quit.</p> <p>Imitate: Deepening the understanding of the text activities.</p>	<p>Number: Place Value. Solving number and practical problems involving place value.</p>	<p>Light and Shadows Able to recognise that we need light in order to see things and that dark is the absence of light.</p>	<p>Class saints background.</p>			<p>Logging in and keyboard practise.</p>	<p>Gymnastics Perform three gymnastic shapes. Perform a rock to standing.</p> <p>Swimming</p> <p>Netball Perform a chest pass and a shoulder pass.</p>	<p>Wider opps:</p> <p>Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythm can be represented using written notation of different kinds.</p>	<p>Greetings Introduction to basic greetings and saying your name.</p>	<p>Being Me In My World Recognise my worth and identify positive things about myself and my achievements.</p>
Wk2	<p>T4W: The day the crayons quit.</p> <p>Imitate: Analyse its language, sentence and grammar features.</p> <p>Box up/tool kit.</p>	<p>Number: Place Value. Solving number and practical problems involving place value.</p>	<p>Light and Shadows Able to recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Domestic Church Family- Homes The joys and sorrows of being a family at home.</p>	<p>Our local area. Plot points of our area on a map.</p>	<p>Corridor Display. Artist focus: Picasso Picasso</p>	<p>Develop research skills by searching for information on the internet.</p>	<p>Gymnastics Perform a backward roll.</p> <p>Swimming</p> <p>Netball Apply catching skills whilst moving into space</p>	<p>Wider opps:</p> <p>Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythm can be represented using written notation of different kinds.</p>	<p>Feelings and emotions</p>	<p>Being Me In My World Face new challenges positively, make responsible choices and ask for help when I need it.</p>
Wk3	<p>T4W: The day the crayons quit</p> <p>Innovate: Grammar in short burst writing, box</p>	<p>Number: Place Value. Solving number and practical problems involving place value.</p>	<p>Light and Shadows Able to find patterns in the way that the size of shadows change.</p>	<p>Domestic Church Family Homes God's vision for every family.</p>	<p>Learn about physical and human features of our local area.</p>	<p>Seeing simple shapes. Recognise and draw simple geometric shapes found</p>	<p>Improve note taking skills through the use of mind mapping (Bubbl.us)</p>	<p>Gymnastics Land a backward roll in a variety of different shapes.</p>	<p>Wider opps:</p> <p>Timbre: every voice / instrument has</p>	<p>Phonics, vowels and the alphabet</p>	<p>Being Me In My World Understand why rules are needed and how they relate to rights</p>



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	<p>up for shared write.</p> <p>Day by day – modelled shared writing of each section – followed by pupils writing their own.</p>					in everyday objects		<p>Swimming</p> <p>Netball Move into space and stop when catching a pass</p>	its own unique sound qualities; Rhythm: rhythm can be represented using written notation of different kinds.		and responsibilities.
Wk4	<p>T4W: The day the crayons quit</p> <p>Independent Application: Hot Task: The day my clothes quit (persuasive letter).</p> <p>Box up/text map and orally rehearse hot task Write hot task in sections – one per day.</p>	Number: Addition and Subtraction.	<p>Light and Shadows Able to test predictions about the position of shadows cast by the sun.</p>	<p>Domestic Church Family- Homes The Holy Family: give us an example of a happy and caring family.</p>	Compare services of our local area from past to present.	<p>Geometry. Recognise and apply geometry when drawing.</p>	Develop presentation skills through creating and presenting a PowerPoint	<p>Gymnastics Perform the steps of a teddy bear roll.</p> <p>Swimming</p> <p>Netball Explore ways to get away from an opponent in order to find space.</p>	<p>Wider opps:</p> <p>Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythm can be represented using written notation of different kinds.</p>	European day of Languages celebration	<p>Being Me In My World Understand that my actions affect myself and others and I care about other people's feelings.</p>
Wk5	<p>T4W: Explanation: George and the Dragon (Chris Wormell) Hook day</p> <p>Imitate Read as a reader Read as a writer.</p>	Number: Addition and Subtraction	<p>Light and Shadows Able to find patterns in the way that the size of shadows change.</p>	Judaism- Places of worship Synagogue.	Compare our local area from the past to present.	Working with wire. Create and form shapes using soft modelling wire.	Develop presentation skills through creating and presenting a PowerPoint	<p>Gymnastics Perform a range of gymnastic rolls.</p> <p>Netball Mark an opponent to stop them from receiving a pass in space.</p>	<p>Wider opps:</p> <p>Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be organised into small sections (bars); metre is the</p>	Numbers 1-15	<p>Being Me In My World Make responsible choices and take action.</p>



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									grouping of pulse beats (e.g. in 2s, 3s, 4s etc).		
Wk6	<p>T4W: Explanation: George and the Dragon Innovate Why dragons capture princesses.</p> <p>Class innovate.</p>	<p>Number: Addition and Subtraction</p>	<p>Light and Shadows Able to make observations and record results about the length of a shadow during the course of a day.</p>	<p>Judaism- Places of worship Synagogue.</p>	<p>Local area Trip.</p>	<p>Tone 1. The four rules of shading. Apply even layers of pencil tone when shading.</p>	<p>Develop presentation skills through creating and presenting a PowerPoint.</p>	<p>Gymnastics Perform a 4 or 5 movement sequence in pair using a backward roll.</p> <p>Netball Work as a team to employ basic attacking and defending tactics.</p>	<p>Wider opps: Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc).</p>	<p>Numbers 1-20</p>	<p>Being Me In My World Understand my actions affect others and try to see things from their points of view.</p>
Wk 7	<p>T4W: Explanation: George and the Dragon Invent Children will plan and write their own 'why' explanation about a different fantasy creature e.g. Why trolls eat goats; Why ogres have fat tummies; Why giants love gold.</p>	<p>Number: Addition and Subtraction</p>	<p>Light and Shadows Find out what the terms 'opaque', 'transparent' and 'translucent' mean and to investigate how different materials affect the shadows that are produced.</p>	<p>Domestic Church Family- Homes We have been chosen by God to be a Holy people Domestic Church Jesus wants us to love one another.</p>		<p>Tone 2. Shading from light to dark. Show tone by shading.</p>	<p>The present information to an audience.</p>	<p>Gymnastics Consolidation</p> <p>Netball Consolidation</p>	<p>Wider opps: Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be organised into small sections (bars); metre is the grouping of pulse</p>	<p>Reading AFL.</p>	



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									beats (e.g. in 2s, 3s, 4s etc).		
HALF TERM											
Wk 8	<p>Fiction: The Great Kapok Tree Lynne Cherry Hook day</p> <p>Imitate: Internalise the text</p> <p>Deepening the Understanding of the text activities.</p>	<p>Number: Addition and Subtraction.</p>	<p>Animals including humans. Identify that humans get the nutrition they need from what they eat.</p>	<p>Baptism / Confirmation – Belonging. Exploring the promises and rules of belonging to a group.</p>	<p>Prehistoric Britain Introduce the definition and time scale of human prehistory.</p>	<p>Exploring prehistoric art. Learn how prehistoric man made art and to reflect this style in their work.</p>	<p>We are who we are: Writing about memories.</p>	<p>Football Move into space with the ball using different parts of your feet.</p> <p>Tag Rugby Evade a defender when attacking. Able to tag a player when defending.</p>	<p>Wider opps:</p> <p>Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc);</p> <p>Singing: good singing relies on the development of accurate pitching;</p>	<p>Numbers up to 20</p>	<p>Celebrating Difference Understand that everybody's family is different and important to them.</p>
Wk 9	<p>Fiction: The Great Kapok Tree Lynne Cherry</p> <p>Imitate: Analyse its language, sentence and grammar features.</p> <p>Box up/tool kit.</p>	<p>Number: Multiplication and Division</p>	<p>Animals including humans. Identify that a balanced diet is needed in order to stay healthy.</p>	<p>Baptism / Confirmation – Belonging. The Sacrament of Baptism.</p>	<p>Prehistoric Britain Find out about early humans and the Palaeolithic period.</p>	<p>Charcoal animals. Scale up drawings and sketches in a different medium. Apply and blend charcoal to create tone and texture.</p>	<p>We are who we are: Writing about hobbies and interests.</p>	<p>Football Able to control the ball when turning in different directions.</p> <p>Tag Rugby Move around a defender.</p>	<p>Wider opps:</p> <p>Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc);</p>	<p>Saying your age.</p>	<p>Celebrating Difference Understand that differences and conflicts sometimes happen among family members.</p>



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									Singing: good singing relies on the development of accurate pitching;		
Wk 10	<p>Fiction: The Great Kapok Tree Lynne Cherry Innovate: Grammar in short burst writing, box up for shared write.</p> <p>Day by day – modelled shared writing of each section – followed by pupils writing their own.</p> <p>(cold task)</p>	<p>Number: Multiplication and Division</p>	<p>Animals including humans. Investigate which foods different animals eat..</p>	<p>The Litany of Saints. The commitment and Promises made at Baptism.</p>	<p>Prehistoric Britain Find out about people who lived in the Mesolithic Period.</p>	<p>Prehistoric palette. Experiment with the pigments in natural products to make different colours.</p>	<p>We are who we are: Presenting on an issue of interest.</p>	<p>Football Outwit an opponent when moving with the ball.</p> <p>Tag Rugby Demonstrate an accurate pass when static. Work constructively within a group.</p>	<p>Wider opps:</p> <p>Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc);</p> <p>Singing: good singing relies on the development of accurate pitching.</p>	<p>In my pencil case</p>	<p>Celebrating Difference Know what it means to be a witness to Bullying.</p>
Wk 11	<p>Fiction: The Great Kapok Tree Lynne Cherry Independent Application: Box up/text map and orally rehearse hot task Write hot task in sections – one per day.</p> <p>Write their own adventure story with a finding plot.</p>	<p>Number: Multiplication and Division</p>	<p>Animals including humans. Explore human and animal skeletons.</p>	<p>The Baptism and Anointing. The giving of the white garment and the candle.</p>	<p>Prehistoric Britain Find out how people lived in the Neolithic Period.</p>	<p>Painting on the cave wall. Develop painting skills.</p>	<p>We are who we are Creating a presentation about themselves.</p>	<p>Football Able to strike the ball towards a stationary target using different parts of the foot (shooting).</p> <p>Tag Rugby Demonstrate an accurate catching</p>	<p>Wider opps:</p> <p>Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc);</p> <p>Singing: good vocal technique improves range and control; the</p>	<p>In my pencil case x 2</p>	<p>Celebrating Difference Know that witnesses can make the situation better or worse by what they do.</p>



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								.technique when static.	voice is an expressive instrument.		
Wk 12	Mini Unit: Plastics	RECAP: Year 2 Time	Animals including humans. Find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.	Advent / Christmas Loving: Visitors. The demands and joys of visitors.	Prehistoric Britain Find out about how people lived in the Bronze Age.	Hands on a cave wall. Collaborate in small or large groups to create a joint piece of artwork.	We are who we are: Narrating a presentation.	Football Able to strike the ball towards a moving target (team-mate) using different parts of the foot order to find space. Tag Rugby Beat a defender by either moving with or passing a ball into open space.	Wider opps: Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc); Singing: good vocal technique improves range and control; the voice is an expressive instrument.	Listening AFL	Celebrating Difference Recognise that some words are used in hurtful ways.
Wk 13	Mini Unit: Plastics	RECAP: Year 2 Time	Animals including humans. Find out what muscles are and how skeletal muscles help us to move.	The Jesse tree. Isaiah announces the coming of God.	Prehistoric Britain Find out about how people lived in the Iron Age.		We are who we are: Assessing who to share media with.	Football Mark an opponent to stop them from receiving a pass in space. Understand the techniques needed to	Wider opps: Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of	La Navidad/Christmas	Celebrating Difference Tell you about a time when my words affected someone's feelings and what the consequences were.



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								<p>mark opponents.</p> <p>Tag Rugby Retain the ball when attacking. Work collaboratively between teams.</p>	<p>pulse beats (e.g. in 2s, 3s, 4s etc).</p> <p>Singing: good vocal technique improves range and control; the voice is an expressive instrument.</p>		
Wk 14	Poetry: Wish	Consolidation	<p>Animals including humans. Assessment.</p>	<p>Advent The Church prepares for the visit of God in the person of Jesus. The Annunciation and the Visitation.</p>	<p>Prehistoric Britain: Recap</p>			<p>Football Apply a range of ball skills in a competitive situation. Work constructively in small teams.</p> <p>Tag Rugby Work as a team to employ attacking and defending tactics.</p>	<p>Wider opps:</p> <p>Rhythms: rhythms can be organised into small sections (bars); metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc);</p> <p>Singing: good vocal technique improves range and control; the voice is an expressive instrument.</p>	<p>Spain and other Spanish speaking countries and Christmas</p>	



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Year 3	Foundation Subjects Curriculum coverage		Autumn 2021
Subject and Topic	Key Skills	Key Knowledge	
Religious Education	<p>Topic 1: Refer to cover sheet Ask and respond to questions about their own and others' experiences and feelings about homes. Respond about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Make links to show how feelings and beliefs affect how they, their behaviour and that of others in relation to the give and take of living in a family.</p>	<p>Topic 1: Refer to cover sheet Retell a narrative scripture. Describe a range of religious beliefs. Describe actions of believers which arise as a consequence of their beliefs.</p> <p>Topic 2: Retell a narrative that is accurate in its sequence. Describe religious signs and symbols used in worship. Give reasons for the symbols used in Baptism.</p>	
Science	<p>Able to set up a simple fair test.</p> <p>Able to make careful observations and measurements. Able to record findings. Able to make predictions.</p>	<p>Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p>	
History	<p>Chronological understanding of stone age to Iron age. Presenting, organising and communicating information and ideas about the differences between the ages. Sequence several events or artefacts. Observe small details – artefacts, pictures.</p>	<p>How did people survive in the stone- iron age? Know what the differences in settlements looked like. Know the differences between hunting tools and techniques. Understand what it would be like to live in those times (clothing, work, food). Understand the use of materials dependent on the time.</p>	
Geography	<p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Draw a map of a short route experienced, with features in correct order.</p>	<p>Name and locate human and physical characteristics of the local area. Compare our local area from the past to present. Discuss the changes within the local area. Use maps to walk around the local area. Recognise the differences of what the past and present need in their local area.</p>	



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Year 3		Foundation Subjects Curriculum coverage	Autumn 2021
Subject and Topic	Key Skills	Key Knowledge	
	Draw and identify a simple scale drawing.		
Computing	Develop their web based research skills. Structure, prepare and deliver a talk about a given topic or subtopic studied.	Search internet for content. Identify images to use in their presentation. Talk about their topic. Edit and correct their presentation.	
Art	Able to blend tones gradually in order to shade. Improve shading by shading tones smoothly, shading in one direction and not leaving spaces. Able to bend, manipulate and join wire to create an object.	Know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'. Know how we can improve our mastery of art and design techniques including drawing and sculpture.	
Design & Technology	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Able to effectively scale up drawings.	The process of making art in prehistory was to tell stories and record history. The images you see from prehistory art were important to the people of the time. Crushed charcoal can be used to create different textures. Charcoal can smudge easily. Fixing spray can be helpful.	
Physical Education	Netball Perform a: Chest pass, Shoulder pass and Catch the ball. Passing into space. Getting away from a defender. Group Work. Gymnastics Perform: three gymnastic shapes, a rock to standing, backward roll, teddy bear roll and a 4 or 5 movement sequence. Football	Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions. Understand how they may improve the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed. Children learn how to outwit their opponents and score when playing invasion games. They develop their knowledge of how to find and use space to keep	



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	<p>Move into space with the ball, control the ball when turning, strike the ball towards a stationary target and apply a range of ball skills in a competitive situation.</p> <p>Tag Rugby Evade a defender when attacking. Able to tag a player when defending, demonstrate an accurate pass and an accurate catch, move with or pass a ball into open space. Getting away from a defender. Group Work.</p>	<p>the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p> <p>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.</p>
Music	<p>Recognise aurally and speak SOLFA rhythmic syllables. Read and perform short rhythm patterns 1-2 bars in length. Read and use written symbols for minims / crotchets / quavers and rests. Identify metres of 3 and 4 beats in the bar. Sing a wide variety of songs, pitch-match with increasing accuracy and control. Sing with a few vocal quality throughout their pitch range.</p>	<p>Every voice/instrument has its own unique sound qualities. Rhythm can be represented using written notation of different kinds. Rhythms can be organised into small sections (bars). Metre is the grouping of pulse beats (e.g. in 2s, 3s, 4s etc). Good singing relies on the development of accurate pitching. Good vocal technique improves range and control. The voice is an expressive instrument.</p>
Spanish	<p>Listen, read, write and speak.</p>	<p>Able to recognise, say and write the colours. (from Y3-Y6). Able to recognise, say and write numbers from 1- 100 (from Y3 to Y6). Able to say their age. Able to say days, months, seasons and dates. Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>



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PSHE & Relationships, Sex Education	Setting personal goals. Self-identity and worth. Seeing things from others' perspectives. Giving and receiving compliments. Witnessing bullying and how to solve it.	Responsible choices. Rewards and consequences. Rules, rights and responsibilities. Positivity in challenges. Families and their differences. Family conflict and how to manage it (child-centred). Recognising how words can be hurtful.	