



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



Year 3 Spring 2021-2022											
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1 4 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> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<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? Counties and natural climate.</p>	<p><b>Cooking and nutrition: healthy and varied diets</b> What's in a packed lunch? Explore what makes a healthy lunch, what kinds of ingredients could be used and why they may have been chosen.</p>	<p><b>We are opinion pollsters</b> Plan a survey on a topic</p>	<p><b>Tennis</b> Strike a ball with a racket using the swing action.</p> <p><b>Hockey</b> Perform a chest pass and a shoulder pass.</p>	<p>Wider opps- recorders: - formal notation - duration: reading rhythms</p>	<p><b>Animals</b> Masculine and feminine nouns. Indefinite articles a/an=un/una.</p>	<p><b>Healthy Me</b> I understand how exercise affects my body and know why my heart and lungs are such important organs.</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></p>	<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>Cooking and nutrition: healthy and varied diets</b> Using research to develop design criteria. Gather information, considering the needs of our user. We will use this information to create our own design criteria.</p>	<p><b>We are opinion pollsters</b> Develop questions for their survey.</p>	<p><b>Tennis</b> Strike a ball with a racket using the swing action and work constructively with a partner.</p> <p><b>Hockey</b> Apply catching skills whilst moving into space.</p>	<p>Wider opps- recorders: - formal notation - duration: reading rhythms</p>	<p><b>Verb I have=Tengo I don't have= no tengo</b></p> <p>Plural and singular nouns.</p>	<p><b>Healthy Me</b> I know that the amount of calories, fat and sugar I put into my body will affect my health.</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></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.</p>	<p><b>Cooking and nutrition: healthy and varied diets</b> Designing for a target market. Design our own healthy lunch, describing ingredients used, using the correct vocabulary and making sure that it is suitable for our target market.</p>	<p><b>We are opinion pollsters</b> Create an online survey.</p>	<p><b>Tennis</b> Hit the ball using a forehand groundstroke technique.</p> <p><b>Hockey</b> Move into space and stop when catching a pass.</p>	<p>Wider opps-recorders: - formal notation - duration: reading rhythms - pitch</p>	<p><b>What colour are the animals?</b> Introduction/reca lling colours (Y2) is/are= es/son singular and plurals adjectives.</p>	<p><b>Healthy Me</b> I can tell you my knowledge and attitude healthy and unhealthy choices.</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: Money</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p><b>Forces and Magnets</b> Investigate the magnetic 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.</p>	<p><b>Cooking and nutrition: healthy and varied diets</b> Developing design ideas. Develop our ideas further, considering tools and equipment that we have to make our healthy lunch.</p>	<p><b>We are opinion pollsters</b> Collect data online.</p>	<p><b>Tennis</b> Use the forehand technique to rally with a partner.</p> <p><b>Hockey</b> Explore ways to get away from an opponent in order to find space.</p>	<p>Wider opps-recorders: - formal notation - duration: reading rhythms - pitch</p>	<p><b>Adjectives</b> Describe animals using colours, Describe plural and singular nouns.</p>	<p><b>Healthy Me</b> Know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p>



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Wk5	<p>T4W: Dazzling demon dentures: Persuasive advert Hook day</p> <p><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.</p>	<p><b>Measurement: Money</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p><b>Forces and Magnets</b></p> <p>Able to describe magnets as having two poles.</p>	<p><b>Eucharist: Relating, Listening, Sharing.</b></p> <p>Discuss how the community prepares for Mass services.</p>	<p><b>Europe: Eastern Europe</b></p> <p>Crossing into Asia, The Eastern Edge.</p>	<p><b>Cooking and nutrition: healthy and varied diets</b></p> <p>Using ingredients to create your ideas. Make our own healthy lunch.</p>	<p><b>We are opinion pollsters</b></p> <p>Analyse and evaluate data collected.</p>	<p><b>Tennis</b></p> <p>Hit the ball using a backhand groundstroke technique</p> <p><b>Hockey</b></p> <p>Mark an opponent to stop them from receiving a pass in space.</p>	<p>Wider opps-recorders:</p> <ul style="list-style-type: none"> <li>- formal notation</li> <li>- duration: reading rhythms</li> <li>- structure</li> </ul>	<p><b>Animal stories</b></p> <p>el oso pardo Old bear story. Recap colours and animals.</p>	<p><b>Healthy Me</b></p> <p>I can identify when something feels safe or unsafe.</p>
Wk6	<p>T4W: Persuasive advert</p> <p><b>Imitate</b></p> <p>Reading as a reader. Reading as a writer activities.</p> <p>Box up and construction of toolkit.</p>	<p><b>Statistics: Interpreting graphs and tallies</b></p>	<p><b>Forces and Magnets</b></p> <p>End of topic quiz.</p>	<p><b>Eucharist: Relating, Listening, Sharing.</b></p> <p>The importance of the Gloria reading and what it says about God.</p>	<p><b>Europe: Southern</b></p> <p>Europe. Around the Adriatic.</p>	<p><b>Cooking and nutrition: healthy and varied diets</b></p> <p>Evaluating and testing our healthy lunch against our design criteria.</p>	<p><b>We are opinion pollsters</b></p> <p>Present the data.</p>	<p><b>Tennis</b></p> <p>Use the backhand technique when rallying with a partner.</p> <p><b>Hockey</b></p> <p>Work as a team to employ basic attacking and defending tactics.</p>	<p>Wider opps-recorders:</p> <ul style="list-style-type: none"> <li>- formal notation</li> <li>- duration: reading rhythms</li> <li>- structure</li> </ul>	<p><b>Reading AFL</b></p>	<p><b>Healthy Me</b></p> <p>I understand how complex my body is and how important it is to take care of it.</p>

HALF TERM



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### Year 3 Spring 2021-2022

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk 7	T4W: Persuasive advert Innovate Class innovation – Advert for new hair Children’s innovation - Advert for new glasses.  Box up. Planning/text map. Shared writing.	<b>Measurement: Length and Perimeter</b>	<b>Rocks</b> Able to group rocks according to their characteristics.	<b>Eucharist: Relating, Listening, Sharing.</b>  The Liturgy of the Word.  The offering of the Gifts.	<b>Ancient Egypt</b> Who ruled Ancient Egypt?	<b>Art and design skills.</b> Draw cartoon characters, inspired by the style of other artists.	<b>We are co-authors</b> Plan their class Wiki.	<b>Tennis</b> Use forehand and backhand groundstrokes to maintain a rally.  <b>Dance</b> Move to a beat or rhythm, using basic actions.	Wider opps- recorders: - formal notation - duration: reading rhythms - using dynamics effectively	<b>Story telling</b> Jungle animal story. Recap colours and animals. Describe the animals using colours and numbers.  (Listening AFL)	<b>Dreams and Goals</b> I can tell you about a person who has faced difficult challenges and achieved success.
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>Measurement: Length and Perimeter</b>	<b>Rocks</b> Able to plan, carry out and evaluate experiments to compare rocks.	<b>Eucharist: Relating, Listening, Sharing.</b>  The Eucharistic Prayer.  The Communion Rite.	<b>Ancient Egypt</b> Why was the River Nile important?	<b>Art and design skills.</b> Alter the tint and shade of a colour.	<b>We are co-authors</b> Use Wikipedia to find information.	<b>Tennis</b> Use forehand and backhand groundstrokes to maintain a rally.  <b>Dance</b> Move to a rhythmic pattern. Perform movements associated with a theme.	Wider opps- recorders: - formal notation - duration: reading rhythms - using dynamics effectively	<b>Old MacDonald’s song.</b> Re-capping animals and numbers.	<b>Dreams and Goals</b> I can identify a dream/ambition that is important to me.
Wk 9	T4W: Persuasive letter <b>Imitate</b> Internalising the model text. Tuning into the language of persuasion. Vocabulary Grammar and sentence patterns	<b>Measurement: Length and Perimeter</b>	<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	<b>Ancient Egypt</b> How did the Ancient Egyptians travel and trade?	<b>Art and design skills.</b> Draw from observation.	<b>We are co-authors</b> Create their class wiki.	<b>Tennis</b> Develop tactics to keep rallies going and to win points.  <b>Dance</b> Link dance movements to form a sequence.	Wider opps- recorders: - formal notation - duration: reading rhythms - singing skills	<b>Clothing</b> Learning new nouns.	<b>Dreams and Goals</b> I enjoy facing new learning challenges and working out the best ways for me to achieve them.



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WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
	for that genre and further deepen the understanding of the story.			God wants them to do.							
Wk 10	T4W: Persuasive letter Reading as a reader. Reading as a writer activities.  Box up and construction of toolkit.	<b>Number:</b> Fractions	<b>Rocks</b> Able to identify where rocks are found and investigate different types of soil.	<b>Lent/Easter: Giving All.</b>  A new way of living.	<b>Ancient Egypt</b> Why did the Egyptians build the pyramids?	<b>Art and design skills.</b> Use different materials to make a three-dimensional artwork - Craft puppets.	<b>We are co-authors</b> Edit class Wiki.	<b>Tennis</b> Develop tactics to keep rallies going and to win points.  <b>Dance</b> Work in small groups to create a short dance.	<b>Wider opps- recorders:</b> - formal notation - duration: reading rhythms - singing skills	<b>Charlie story</b>  Re-capping clothing and describing them using colours and sizes.	<b>Dreams and Goals</b> I am motivated and enthusiastic about achieving our new challenge.
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>Number:</b> Fractions.	<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>Art and design skills.</b> Use different materials to make a three-dimensional artwork - Finish craft puppets.	<b>We are co-authors</b> Edit Wikipedia.	<b>Tennis</b> Apply tactics in a competitive situation. Work collaboratively with a partner.  <b>Dance</b> Work in small groups to create a short dance.	<b>Wider opps- recorders:</b> - formal notation - duration: reading rhythms - singing skills	<b>Writing AFL</b>  writing my own story	<b>Dreams and Goals</b> I can recognise obstacles which might hinder my achievement and can take steps to overcome them
Wk 12	Invent (hot task)  Children will plan and write their own letter to Grandpa to persuade him that he does not	<b>Number:</b> Fractions	<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> Trip to the British Museum.	<b>Art and design skills.</b> Use different materials to make a three-dimensional artwork - Sock puppets.	<b>We are co-authors</b> Review their work.	<b>Tennis</b> Apply tactics in a competitive situation. Work collaboratively with a partner.	<b>Wider opps- recorders:</b> - formal notation - duration: reading rhythms - singing skills	<b>La semana Santa (Easter- cultural)</b>	<b>Dreams and Goals</b> I can evaluate my own learning process and identify how it can be better next time.



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	actually need teeth.							Dance Evaluate a dance sequence, providing constructive feedback.			

Year 3 Foundation Subjects Curriculum coverage		Spring 2021-2022
Subject and Topic	Key Skills	Key Knowledge
<b>Religious Education</b>	<p>Topic 4, 5 and 6: Refer to cover sheet.</p> <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>Topic 4, 5 and 6: Refer to cover sheet.</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>



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Year 3	Foundation Subjects Curriculum coverage	Spring 2021-2022
Subject and Topic	Key Skills	Key Knowledge
<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>Everyday lives of people in time studied. Look at representations of the period. Sequence several events or artefacts. Compare and contrast similarities and differences between things in the past and present.</p>	<p>Describe what it was like as a person living in Ancient Egypt. Discuss why the pyramids were built and its significance to their beliefs. Identify the resources that the River Nile supplied to the people. Make comparisons between trade now and then using rivers. Identify reasons why discovering Tutankhamun's tomb was an important discovery. Describe why Cleopatra was a significant pharaoh.</p>
<b>Geography</b>	<p>Analyse evidence and begin to draw conclusions. Locate places on larger scale maps. Identify environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Make comparisons between two locations using photos/ pictures, temperatures in different locations. Name countries in Europe. Describe the differences in physical features of Europe depending on their location.</p>
<b>Computing</b>	<p>Work collaboratively. Be aware of responsibilities when editing someone's work. Practise research skills. Gain skills in using charts and analyse data. Gain skills in interpreting results.</p>	<p>Know how to use google search effectively. Familiarise themselves with Wikipedia. Write for a target audience. Create a survey. Use data software.</p>
<b>Art</b>	<p>Techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space. Improve their mastery of art and design techniques, including drawing, painting and sculpture piece a polystyrene ball, a selection of paints, card, dowel rods and grey felt, children make a puppet mouse.</p>	<p>Discuss great artists, architects and designers in history. Know how Using materials you can create an art. Sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of Art and design techniques, including drawing, painting and sculpture.</p>



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<b>Design &amp; Technology</b>	<p>Cutting with a knife safely. Preparing food using the correct utensils. Using the oven safely.</p>	<p>Creating a healthy meal using knowledge of a well-balanced diet. Explain how exercise and healthy eating create a healthy lifestyle. Writing a recipe</p>
<b>Physical Education</b>	<p>Tennis</p> <p>Hockey Dribble the ball under control. Dribble on the move under control at speed. Pass and receive using the push pass.</p> <p>Dance Create movement to rhythm of 8 counts. Clap to the beat. Move to the beat. Demonstrate the rhythm pattern using hands/feet.</p>	<p>Lesson Run by Wimbledon Tennis Association with professional instructors</p> <p>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>Recognise the 8 count. Recognise a repeated sound. Identify if the dance flows well in sequence. Identify the appropriate speed of a dance.</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>Identify masculine and feminine nouns, determiners and adjectives. Describe nouns using colours as adjectives and learning about "Adjectival Agreement".</p>	<p>Recognise masculine, feminine, singular and plural nouns. Use adjectives in order to describe and agree with the nouns and have a clear concept of the grammar and knowledge about the language. Reinforce grammar concepts by comparing Spanish to English grammar.</p>



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Subject and Topic	Key Skills	Key Knowledge	
<b>PSHE &amp; Relationships, Sex Education</b>	Set a fitness challenge. Express how being anxious or scared feels. Make a healthy choice- food, physical activity. Take responsibility for keeping myself and others safe. Conflict situations affected other people's feelings.	Recognise the health benefits of physical activity. Acknowledge that talking about emotions with others can be supportive. Show respect my body and appreciate what it does for me. Explain why it is important to have rules. Describe different conflicts that might happen in family or friendship groups	