

CURRICULUM MAPPING 2021 - YEAR 3

Autumn Term 1		Autumn Term 2	
<b>English:</b> -Narrative Adventure -Poetry	<b>Global:</b> Power and Governance	<b>English:</b> -Persuasion -Narrative	<b>Global:</b> Peace and conflict
<b>Oracy:</b> <b>Physical:</b> to speak fluently in front of an audience. <b>Linguistic:</b> To vary sentence structures and length for effect when speaking. <b>Cognitive:</b> none <b>Social and emotional:</b> To vary sentence structures and length for effect when speaking.	<b>Geog:</b> 1. Local Devon 2. World geography (introduction to South America)	<b>Oracy:</b> <b>Physical:</b> To have a stage presence. <b>Linguistic:</b> none <b>Cognitive:</b> To construct a detailed argument or complex narrative. <b>Social and emotional:</b> To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	<b>History:</b> WW2
<b>Science:</b> Living things and their habitats	<b>Computing:</b> E Safety Multimedia Email	<b>Science:</b> Electricity	<b>Computing:</b> Data
<b>PSHE:</b> Being Me In My World	<b>Art:</b> Painting (pattern, texture, colour, shades, <b>Amy Jobs</b> )	<b>PSHE:</b> Celebrating differences	<b>DT:</b> Shelters and electrical circuits (sirens)
<b>RE:</b> U2.7 – Why do Hindus want to be good?	<b>PE:</b> <b>Real PE Cognitive</b> Level 4, 5 & 6 Co-ordination (FUNS 9) Agility (FUNS 12) <b>YOGA</b>	<b>RE:</b> U2.8 – What does it mean to be a Muslim in today's society?	<b>PE:</b> <b>Real PE – Creative</b> Level 4, 5 & 6 Static balance (FUNS 2 & 3) <b>NETBALL</b>
<b>Music:</b> Charanga (Old scheme) Unit 1 'Happy'	<b>French:</b> Niveau Tricolore 1	<b>Music:</b> Ukuleles Charanga MMC songs linked with WW2 period for listening / singing	<b>French:</b> Niveau Tricolore 2

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Spring term 1		Spring Term 2	
<b>English:</b> -Recount – Auto biography -Narrative	<b>Global:</b> Human rights	<b>English:</b> Non-chronological Report (Child’s choice) -Narrative	<b>Global:</b> Social justice and inequality
<b>Oracy:</b> <b>Physical:</b> Consciously adapt tone, pace and volume of voice within a single situation. <b>Linguistic:</b> To be comfortable using idiom and expressions. <b>Cognitive:</b> To spontaneously respond to increasingly complex questions, citing evidence where appropriate. <b>Social and emotional:</b> To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	<b>Geog:</b> Rivers, climates and coasts	<b>Oracy:</b> <b>Physical:</b> to speak fluently in front of an audience. <b>Linguistic:</b> To vary sentence structures and length for effect when speaking. <b>Cognitive:</b> none <b>Social and emotional:</b> To vary sentence structures and length for effect when speaking.	<b>History:</b> Shang dynasty
<b>Science:</b> Animals incl. humans	<b>Art:</b> Printing (lino) <b>DT:</b> Bridges	<b>Science:</b> Evolution and inheritance	<b>DT:</b> Textiles – Cross stitch
<b>PSHE:</b> Dreams and Goals	<b>Computing:</b> Multimedia	<b>PSHE:</b> Healthy Me	<b>Computing:</b> Multimedia Understanding Technology
<b>RE:</b> U2.8 – What does it mean to be a Muslim in today’s society?	<b>PE: Real PE Social</b> Level 4, 5 & 6 Dynamic balance (FUNS 5) Counter balance (FUNS 7) <b>REAL GYM</b>	<b>RE:</b> U2.10 – What matters most to Humanists and Christians? U2.11 – Why do some people believe in God and some people not?	<b>PE: Real PE Physical</b> Level 4, 5 & 6 Dynamic balance to agility (FUNS 6) Static balance (FUNS 1) <b>TENNIS</b>
<b>Music:</b> Charanga (old) Unit 3	<b>French:</b> Niveau Tricolore 3	<b>Music:</b> Charanga (old) Unit 4	<b>French:</b> Niveau Tricolore 4

Summer Term 1		Summer Term 2	
<b>English:</b> -Narrative Adventure -Poetry	<b>Global:</b> <b>Sustainable development</b>	<b>English:</b> -Plays/films -Poetry	<b>Global:</b> <b>Identity and diversity</b>
<b>Oracy:</b> <b>Physical:</b> To have a stage presence. <b>Linguistic:</b> none <b>Cognitive:</b> To construct a detailed argument or complex narrative. <b>Social and emotional:</b> To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	<b>Geog:</b> Brazil	<b>Oracy:</b> <b>Physical:</b> Consciously adapt tone, pace and volume of voice within a single situation. <b>Linguistic:</b> To be comfortable using idiom and expressions. <b>Cognitive:</b> To spontaneously respond to increasingly complex questions, citing evidence where appropriate. <b>Social and emotional:</b> To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	<b>History:</b> Mayans
<b>Science:</b> Evolution and inheritance	<b>Art:</b> Drawing skills (e.g. carnival, design and make costumes, masks etc)	<b>Science:</b> Light	<b>Art:</b> Scaled drawing (maths link to scaling up)
<b>PSHE:</b> Relationships	<b>Computing:</b> Internet Multimedia	<b>PSHE:</b> Changing Me	<b>Computing:</b> Programming
<b>RE:</b> U2.9 – Why is the Torah so important to Jewish people?	<b>PE: Real PE Health &amp; Fitness</b> Level 4, 5 & 6 Static balance (FUNS 4) Co-ordination (FUNS 10) <b>ROUNDERS</b>	<b>RE:</b> U2.12 – How does Faith help people when life gets hard?	<b>PE:Real PE- Personal</b> Level 4, 5 & 6 Co-ordination (FUNS 8) Agility (FUNS 11) <b>ATHLETICS</b>
<b>Music:</b> Samba Drumming	<b>French:</b> Niveau Tricolore 5	<b>Music:</b> BBC Ten Pieces – Heitor Villa-Lobos, KS2 Performance, Write a leavers' song	<b>French:</b> Niveau Tricolore 6