

## Year 3 – Roald Dahl Curriculum Map 2022-2023

<b>Vision statement</b> Churchwood is an academy where everyone can: <ul style="list-style-type: none"> <li>• achieve their own personal excellence</li> <li>• have high expectations and the confidence to reach their goals</li> <li>• develop spiritually, morally and culturally</li> <li>• support each other and works together as a team</li> <li>• celebrate achievements with each other.</li> </ul>			<b>School Motto</b> At Churchwood Everyone Can			
<b>Curriculum Intent</b> At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be: <ul style="list-style-type: none"> <li>· Respectful</li> <li>· Empathetic</li> <li>· Ambitious</li> <li>· Resilient</li> <li>· Independent</li> <li>· Co-operative</li> </ul>			<b>Core Values</b> At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence. <div style="text-align: center;">  </div>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	Meet Brona the Saxon		Landmarks hunt		Mystery item	
Marvellous Middle	Visit to Battle Abbey		Welly walk		Play in a day – Ages Ago	
Fantastic Finish	Re-enactment of the Battle		Rye harbour visit		Hastings Museum – Stone Age workshop	
Coverage						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
						
Topic	<b>Bayeux and beyond</b> 		<b>Our island</b> 		<b>Hunters, Gatherers and Woolly Mammoths</b> 	
Reading and Writing Genres	Author study  Stories in historical settings  Non-chronological reports	Mystery stories  Information texts  Recount	Explanation texts  Recount	Shape poetry / calligrams  Persuasive texts	Adventure stories  Biography	Myths  Instructions  Persuasive texts
Core text/s	 				 	 
Science	<b>Physics – Forces and Magnets</b> <b>Substantive knowledge</b> Knowledge that forces are pushes and pulls. <b>Disciplinary knowledge</b> Knowledge that forces will change the motion of an object (make it move,		<b>Biology – Plants</b> <b>Substantive knowledge</b> Knowledge of the functions of different parts of		<b>Biology – Animals including humans</b> <b>Substantive knowledge</b>	
	<b>Chemistry -Rocks</b> <b>Substantive knowledge</b> Knowledge of different types of rock and how to		<b>Physics – light</b> <b>Substantive knowledge</b> Knowledge that we need light in order to see things			

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	<p>make it speed up, make it slow down or make it stop).  <b>Children ask some relevant questions and use different types of scientific enquires to answer them.</b>  <b>Children begin to choose from a selection of equipment.</b></p> <p>Knowledge that friction is a force that acts between two surfaces or objects that are more, or trying to move, across each other.</p> <p>Knowledge of how objects move on different surfaces depending on the amount of friction.</p> <p>Knowledge of how friction can be useful.</p> <p>Knowledge that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Knowledge that magnets can attract and repel each other.</p> <p>Knowledge that there are different types of magnets (eg. bar, ring, button, horseshoe).</p> <p>Knowledge that magnets have two poles.          Knowledge that opposite poles attract and like poles repel.  <b>With help, children begin to look for changes, patterns similarities and differences in their data in order to draw simple conclusions and answer questions.</b>  <b>With support, children begin to identify new questions arising from the data, make predictions and find ways of improving what they have already done.</b>  <b>Children begin to say how they could make it better.</b></p> <p>Knowledge that magnets attract some materials and not others.          Knowledge of some materials that are / area not attracted to magnets.  <b>With help, children begin to look for changes, patterns similarities and differences in their data in order to draw simple conclusions and answer questions.</b>  <b>With support, children begin to identify new questions arising from the data, make predictions and find ways of improving what they have already done.</b>  <b>Children begin to say how they could make it better.</b></p> <p>Knowledge that magnetic materials are attracted to magnets.  <b>With help, children begin to look for changes, patterns similarities and differences in their data in order to draw simple conclusions and answer questions.</b>  <b>With support, children begin to identify new questions arising from the data, make predictions and find ways of improving what they have already done.</b>  <b>Children begin to say how they could make it better.</b></p>	<p>flowering plants (roots, stem/trunk, leaves and flowers).          Knowledge that the roots and stem are important for nutrition and support.</p> <p>Knowledge that leaves are important for nutrition and flowers are important for reproduction.  <b>Children begin to develop their ideas about functions, relationships and interactions.</b></p> <p>Knowledge of what plants need in order to live and growth (air, light, water, nutrients from soil, and room to grow).  <b>Children begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</b></p> <p>Knowledge that what plants need to live and grow varies between plants.</p> <p>Knowledge of how water is transported within plants.</p> <p>Knowledge that flowers play a part in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  <b>Children begin to raise their own questions about the world around them.</b></p> <p>Knowledge of what pollination is.          Knowledge of different forms of seed dispersal.</p>	<p>Knowledge that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.          Knowledge that animals, including humans, get nutrition from what they eat.</p> <p>Knowledge that humans and some animals have skeletons and muscles.          Knowledge that skeletons and muscles are for support, protection and movement.</p> <p>Knowledge that there are different types of skeleton (endoskeleton, exoskeleton and hydrostatic skeleton) and what the advantages and disadvantages of these are.  <b>Children begin to compare and group according to behaviour or properties, based on testing.</b>  <b>Children begin to record findings using simple scientific language, drawings, labelled diagrams.</b></p> <p>Knowledge of the main bones within human skeleton, including skull/cranium, spine, rib cage, femur, tibia, fibula, ulna, radius, humerus and pelvis.</p> <p>Knowledge that muscles work in pairs.          Knowledge that when one muscle is contracted, the other is relaxed.</p>	<p>group them based on their appearance and simple physical properties.</p> <p>Knowledge that igneous rocks are formed from melted rock from deep within the Earth.          Knowledge that metamorphic rocks are formed from other rocks that are changed by heat and pressure underground.          Knowledge that sedimentary rocks are formed from layers of sand, silt, dead plants, and animal skeletons.</p> <p>Knowledge that rocks are used for different purposes based on their properties and give some examples of this.</p> <p>Knowledge that fossils are formed when things that have lived are trapped within rock.          Knowledge of the different kinds of living things whose fossils are found in sedimentary rock.          Knowledge of similarities and differences between rocks.  <b>Children begin to record findings using keys.</b>  <b>Children begin to identify differences, similarities or changes related to simple scientific ideas and processes.</b>  <b>Children begin to talk about criteria for grouping, sorting and classifying and use simple keys.</b></p> <p>Knowledge that soils are made from rocks and organic matter.</p> <p>Knowledge that there are different types of soil.</p>	<p>and that dark is the absence of light.</p> <p>Knowledge that light is reflected from surfaces.</p> <p>Knowledge that light from the sun can be dangerous and that there are ways to protect our eyes.</p> <p>Knowledge that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Knowledge of how and why the size of shadows change.  <b>Children begin to use straightforward evidence to answer questions or to support their findings.</b>  <b>Children begin to say how they could make it better.</b></p>
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	<p>Knowledge of what is meant by a fair test.</p> <p>Knowledge of what a variable is.</p> <p>Children begin to see a pattern in their results. Children begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p>				
Key scientists	Andre Marie Ampere (Electro-magnetism)	Marianne North (Botanist)	Wilhelm Rontgen (X rays)	Mary Anning (Fossil hunter)	Justus Von Liebig (Mirrors)
History	<p style="text-align: center;"><b>Bayeux and Beyond</b></p> <p><i>NC -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Edward the Confessor and his death in 1066</i></p> <p><i>A local history study – a depth study linked to the events surrounding 1066.</i></p> <p><b>Substantive knowledge</b> Knowledge that the Anglo-Saxons first tried to invade Britain whilst the Romans were still in power.</p> <p>Knowledge that the Vikings and the Anglo-Saxons fought in order to rule the Kingdom of England.</p> <p>Knowledge that King Edward III (the Confessor) died without leaving a clear heir to the throne.</p> <p>Knowledge that more than one person wanted to be King of England.</p> <p>Knowledge that the Norman forces came from France and landed in England on the South Coast.</p> <p>Knowledge that the Battle of Hastings took place in October 1066 in Battle, near Hastings.</p> <p>Knowledge that the battle was between the Saxon forces of King Harold II and the Norman forces of William.</p> <p>Knowledge that William the Conqueror defeated Harold II at the Battle of Hastings.</p> <p>Knowledge that William became king of England (William I).</p> <p>Knowledge that the Bayeux tapestry retells events from the Norman invasion and the Battle of Hastings.</p> <p>Knowledge of buildings in the local area that are from the time of 1066.</p> <p><b>Disciplinary knowledge</b> Children learn about the events leading up to 1066 and the Battle of Hastings <b>from evidence</b> (including the Bayeux Tapestry). <b>The cause</b> of this was that William of Normandy had been promised the throne and was later denied this. Children appreciate the <b>historical significance</b> nationally and locally of these events.</p>			<p style="text-align: center;"><b>Stone Age – Iron Age</b></p> <p><i>NC - Changes in Britain from the Stone Age to the Iron Age – homes, food and tools</i></p> <p><b>Substantive knowledge</b> Knowledge that the Stone Age was from 3,000, 000 BC to around 2,500 BC. Knowledge that BC means Before Christ (before Christ was born).</p> <p>Knowledge that the Stone Age can be divided into 3 periods: Palaeolithic, Mesolithic and Neolithic.</p> <p>Knowledge that the Bronze Age was from around 3,000 BC to 1,200 BC. Knowledge that the Iron Age was from around 500BC to 332BC.</p> <p>Knowledge of key features of homes and settlements from the Stone Age to the Iron Age.</p> <p>Knowledge of how homes and settlements developed during the Stone Age to Iron Age.</p> <p>Knowledge of similarities and differences between homes during the Stone Age – Iron Age to homes today.</p> <p>Knowledge of how people developed from being hunter-gatherers to farmers.</p> <p>Knowledge of how tools developed during the Stone Age –Iron age. Knowledge of how people began to settle in farming communities.</p> <p>Knowledge of how land use changed and forts / walls began to be built.</p> <p>Knowledge of how the Stone Age – Iron Age influenced the future.</p> <p><b>Disciplinary knowledge</b> Children learn about this period <b>using evidence</b>. They identify <b>patterns</b> and <b>similarities and differences</b> when looking at how homes have developed and understand <b>the significance</b> the period has on modern day life.</p>	
Geography		<p style="text-align: center;"><b>UK and local area study</b></p> <p><i>NC – Local and UK geography / fieldwork skills.</i></p> <p><b>Substantive knowledge</b> Knowledge of the name and location of the counties within the United Kingdom.</p> <p>Knowledge of name and location of cities within the United Kingdom (London, Birmingham, Leeds,</p>			

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		<p>Manchester, Cardiff, Edinburgh, Glasgow, Belfast).</p> <p>Knowledge of the name and location of the 3 main mountains of the UK:</p> <ul style="list-style-type: none"> <li>• Snowdon, Wales;</li> <li>• Scafell Pike, England;</li> <li>• Ben Nevis, Scotland.</li> </ul> <p>Knowledge of the name and location of key rivers within the UK:</p> <ul style="list-style-type: none"> <li>• River Severn;</li> <li>• River Thames;</li> <li>• River Trent;</li> <li>• River Great Ouse.</li> </ul> <p>Knowledge of patterns in land use, including:</p> <ul style="list-style-type: none"> <li>• Towns / cities being located near river, seas and major roads.</li> <li>• Rural areas and farming.</li> </ul> <p>Knowledge that land use has changed over time.</p> <p>Knowledge that rural areas have become more developed to support a growing population:</p> <ul style="list-style-type: none"> <li>• Expansion of towns</li> <li>• Reservoirs built to supply water</li> <li>• More roads / railways</li> </ul> <p>Knowledge of the key physical features in our local area (East Sussex):</p> <ul style="list-style-type: none"> <li>• The South Downs;</li> <li>• The English Channel;</li> <li>• River Cuckmere and River Rother;</li> </ul> <p>Knowledge of the key human and physical features in our local area (East Sussex):</p> <ul style="list-style-type: none"> <li>• Main towns / cities (Brighton, Eastbourne, Hastings)</li> <li>• Landmarks – piers, castles, attractions.</li> </ul>		
		<p><b>Disciplinary knowledge</b></p> <p><b>Mapwork</b> Children use maps to locate counties, cities and features studied. Children use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p><b>Fieldwork</b> Children use fieldwork to observe, measure and record the human and physical features in the local area, including sketch maps, plans and graphs and digital technologies.</p> <p><b>Analyse data</b> Children analyse data (population data) in order to compare areas of the UK.</p>		
Art and Design	<p><b>Textiles</b></p> <p>Knowledge of the artwork of India Flint.</p> <p>Knowledge of how to use tools to create a stitch.</p> <p>Knowledge of different types of stitch.</p> <p>Knowledge of how to join</p>		<p><b>Drawing and Painting (study of plants and flowers)</b></p> <p>Knowledge of different grades of pencil and other implements to draw different forms and shapes.</p> <p>Knowledge of how to use a sketchbook to record media explorations and experimentations</p>	<p><b>Printing</b></p> <p>Knowledge of the artwork and influences of the contemporary artist James Brunt.</p> <p>Knowledge of how natural objects can be used to create mono prints.</p> <p>Knowledge of appropriate natural objects (feathers, textured</p>

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	<p>materials using stitches.</p> <p>Knowledge of a range of fabrics and materials. Knowledge of how different fabrics and materials can create different effects.</p> <p>Knowledge of how to change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting.</p>			<p>as well as planning and collecting source material for future works.</p> <p>Knowledge of objects having a third dimension and perspective.</p> <p>Knowledge of what complementary colours are and how this can be used to create an effect within a painting.</p> <p>Knowledge of how to create warm and cold effects using colour.</p> <p>Knowledge of the life and artwork of Sandrine Pelrissier.</p> <p>Knowledge of what negative spaces are and how they are created.</p> <p>Knowledge of the qualities of different types of paint (eg. poster paint, watercolours, acrylic) and how this influences their use.</p> <p>Knowledge of how intricate patterns and marks can be created with a range of media.</p> <p>Knowledge of how to create different shading effects using different media.</p> <p>Knowledge of how to look carefully (use close observation) in order to create realistic shapes and forms.</p>		<p>leaves, bark) for mono printing. Knowledge of how to create a clean mono print.</p> <p>Knowledge of how to work with clay (rolling flat).</p> <p>Knowledge of how to impress natural objects into clay to create a relief print.</p>
Design Technology		<p><b>Structures – Photo Frames Design</b> Knowledge that research is used to inform a design.</p> <p>Knowledge that designs are aimed at particular individuals / groups.</p> <p>Knowledge that ideas can be communicated through</p>	<p><b>Choosing materials – greenhouses Design</b> Knowledge that research is used to design a product that is functional and fit for purpose.</p> <p>Knowledge of the purpose of a greenhouse.</p> <p>Knowledge of existing designs</p>		<p><b>Pneumatics – Moving mammoths / dinosaurs Design</b> Knowledge that research is used to design a product that is functional and fit for purpose.</p> <p>Knowledge that ideas can be communicated through discussions,</p>	

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		<p>discussions and sketches.</p> <p><b>Technical knowledge / Make</b> Knowledge of a range of free standing structures and how these are made stable. Knowledge of how to strengthen and stiffen structures.</p> <p><b>Evaluate</b> Knowledge that designers evaluate products based on various criteria (including purpose and aesthetics).</p>	<p>for greenhouses and why they are designed in this way.</p> <p>Knowledge of the properties of a range of materials (eg. transparent / translucent / opaque, waterproof).</p> <p>Knowledge that materials are selected for according to their functional properties.</p> <p>Knowledge that ideas can be communicated through discussions and annotated sketches.</p> <p><b>Technical knowledge / Make</b> Knowledge of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>Evaluate</b> Knowledge that designers evaluate products based on various criteria (including if it meets the purpose, strength and aesthetics).</p>		<p>annotated sketches and pattern pieces.</p> <p><b>Technical knowledge / Make</b> Knowledge that pneumatics use compressed air to create a motion. Knowledge of a range of objects that use pneumatics and which part they move. Knowledge of a range of simple techniques to create pneumatic systems.</p> <p><b>Evaluate</b> Knowledge that designers evaluate products based on various criteria (including if it meets the purpose, strength and aesthetics).</p>	
Key artists / designers	India Flint			Sandrine Pelrissier		James Brunt
PSHE	<p><b>Being me in my world</b> Knowledge of my worth, positive things about myself and my achievements. Knowledge of how to value myself and make someone else feel welcome and valued.</p> <p>Knowledge of how to face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>Knowledge of how it feels to be happy, sad or scared and knowledge of how to identify if other people are feeling these emotions.</p>	<p><b>Celebrating difference</b> Knowledge that everybody's family is different and important to them.</p> <p>Knowledge that differences and conflicts sometimes happen among family members.</p> <p>Knowledge of ways to calm myself down.</p> <p>Knowledge of what it means to be a witness to bullying. Knowledge of some ways of helping to make someone who is bullied feel better.</p> <p>Knowledge that witnesses can make the situation better or worse by what they do.</p>	<p><b>Dreams and goals</b> Knowledge of a person who has faced difficult challenges and achieved success.</p> <p>Knowledge of a dream/ambition that is important to me and how I might feel if I achieved this. Knowledge that you can break down a goal into a number of steps and that others could help me to achieve it.</p> <p>Knowledge that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p> <p>Knowledge of obstacles which might hinder my achievement and</p>	<p><b>Healthy Me</b> Knowledge of how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>Knowledge of things, people and places that I need to keep safe from. Knowledge of some strategies for keeping myself safe including who to go to for help.</p> <p>Knowledge of how feeling anxious or scared feels.</p> <p>Knowledge that, like medicines, some household substances can be harmful if not used correctly. Knowledge of ways to take responsibility for keeping myself</p>	<p><b>Relationships</b> Knowledge of the roles and responsibilities of each member of my family and the expectations for males and females. Knowledge of how taking some responsibility in my family makes me feel.</p> <p>Knowledge of the skills of friendship eg. Taking turns, being a good listener. Knowledge of how to negotiate in conflict situations to try to find a win-win solution.</p> <p>Knowledge of some strategies for keeping myself safe. Knowledge of who to ask for help if I am</p>	<p><b>Changing me</b> Knowledge that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>Knowledge of how babies grow and develop in the mother's uterus. Knowledge of what a baby needs to live and grow.</p> <p>Knowledge that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Knowledge of how boys' and girls' bodies change on the outside during this growing up process.</p>

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	<p>Knowledge of why rules are needed and how they relate to rights and responsibilities.</p> <p>Knowledge that my actions affect myself and others.</p> <p>Knowledge that behaviour brings rewards or consequences.</p> <p>Knowledge of how to work co-operatively in a group, make responsible choices and take action.</p> <p>Knowledge that my actions affect others and that people have different points of view.</p>	<p>Knowledge that some words are used in hurtful ways (eg. fat, gay). Knowledge of how to give and receive compliments, and how this feels.</p>	<p>can take steps to overcome them. Knowledge of how to manage the feelings of frustration that may arise when obstacles occur.</p> <p>Knowledge of ways I can improve my own learning process.</p> <p>Knowledge of how to share my success with others and knowledge that I can store my feelings in my internal treasure chest.</p>	<p>and others safe at home.</p> <p>Knowledge of how complex my body is and how important it is to take care of it.</p>	<p>worried or concerned.</p> <p>Knowledge of how some of the actions and work of people around the world help and influence my life.</p> <p>Knowledge of how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Knowledge of what I may learn from children whose lives are different from mine.</p> <p>Knowledge of ways to express my appreciation to my friends and family.</p>	<p>Knowledge of ways to cope with how I feel about these changes.</p> <p>Knowledge of how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Knowledge of stereotypical ideas I might have about parenting and family roles.</p>
RE East Sussex Agreed Syllabus	<b>L2.9 How do festivals and worship show what matters to a Muslim?</b>	<b>L 2.1 What do Christians learn from the Creation story?</b> <b>L2.2 What is it like for someone to follow God?</b>	<b>L2.10 How do festivals and family life show what matters to Jewish people?</b>	<b>L2.4 What kind of world did Jesus want?</b>	<b>L2.12 How and why do people try to make the world a better place?</b>	
French	<b>Greetings</b> Knowledge of where France is located.  Knowledge of how to greet people in French Knowledge of how to say goodbye in French.  Knowledge of how to refer to a man, lady or children in French.  Knowledge of similarities and differences between school in England and France.	<b>How are you? Christmas</b> Knowledge of how to ask how somebody is in French.  Knowledge of how to say how you are feeling in French.  Knowledge of the festivities surrounding the Giants of Northern France.  Knowledge of what a traditional French Christmas is like. Knowledge of key vocabulary for Christmas in French.	<b>Name and alphabet</b> Knowledge of how to ask somebody their name in French.  Knowledge of how to tell somebody your name in French.  Knowledge of how to say the alphabet in French.  Knowledge of the life of Gustave Eiffel and his work.	<b>Numbers, age and colours</b> Knowledge of numbers form 0 - 12 in French.  Knowledge of how to ask somebody their age in French.  Knowledge of how to say your age in French.  Knowledge of basic colour words in French.  Knowledge of Henri Matisse and his work.	<b>Family</b> Knowledge of key vocabulary for family members in French.  Knowledge of how French words are feminine, masculine or neuter.  Knowledge of similarities in family names in English and French (eg. grand-mere is similar to grandma).  Knowledge of how to introduce a member of your family in French.  Knowledge of how to ask how many siblings somebody has in French.  Knowledge of how to say how many siblings you have in French.	<b>Animals</b> Knowledge of the names of common pets in French.  Knowledge of how to ask if somebody has a pet in French.  Knowledge of how to say which pets you have / don't have in French.  Knowledge of a range of animals in French.  Knowledge of how to hold a simple conversation in French.
Music Charanga scheme	<b>Let Your Spirit Fly</b> R&B, Western Classical, Musicals, Motown, Soul	<b>Glockenspiel Stage 1</b> Learning basic instrumental skills by playing tunes in varying styles	<b>Three Little Birds</b> Reggae	<b>The Dragon Song</b> A little bit funky and music from around the world.	<b>Bringing Us Together</b> Disco	<b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 3
PE Twinkl scheme	<b>OAA</b>  <b>Gymnastics:</b> Movement	<b>Invasion Games:</b> Fundamentals  <b>Dodgeball</b>	<b>Invasion Games:</b> Football  <b>Circuit training</b>	<b>Net and Wall Games:</b> Fundamentals	<b>Dance</b> Led by Funk Fusion Fitness	<b>Athletics</b>  <b>Dance:</b> Extreme Earth



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				<b>Gymnastics:</b> Shape	<b>Striking and Fielding Games:</b> Fundamentals	
Computing	<b>Unit 3.2 Online safety</b> 3 sessions  <b>Unit 3.3 Spreadsheets</b> 3 sessions	<b>Unit 3.1 Coding</b> 6 sessions	<b>Unit 3.4 Touch Typing</b> 4 sessions  <b>Unit 3.8 Graphing</b> 3 sessions	<b>Unit 3.5 Email (including email safety)</b> 6 sessions	<b>Unit 3.6 Branching Databases</b> 4 sessions  <b>Unit 3.7 Simulations</b> 3 sessions	<b>Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides)</b> 5/6 sessions