



# Netley Abbey Junior School

## Year 3 Curriculum Map



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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TRIPS/ Activities		Local area trip	Christmas pantomime	Butser Ancient Farm  Tea Talk  Life Bus		Making a healthy salad with parents
English	Theme Genre Author	Road Safety Heritage Text	Author Study- Anthony Browne	Author Study- Anthony Browne	Changes over Time	Perseverance Ambition Friendship
	Writing	<b>Little Red</b>  <b>Hodgeheg</b>	<b>Anthony Brown - Zoo</b> <i>Voices in the Park</i> <i>Into the Forest</i> <i>The Tunnel</i>	<b>Anthony Brown - Zoo</b> <i>Voices in the Park</i> <i>Into the Forest</i> <i>The Tunnel</i>	<b>Pebble in My Pocket</b>	<b>Butterfly Lion</b>
	Reading	Le Petit Rouge Little Red Riding Hood Twisted Tales	Willy's Stories Other Anthony Browne books	Willy's Stories Other Anthony Browne books	The Rock is Lively Rock Non-Fiction (Shape poetry-mountains)	Lions (Non-fiction)  Key skills revision for assessment



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Maths	<p>Recognise the PV of each digit in a three-digit number (hundreds, tens and ones). Find 10 more and 10 less than a given number Count on in multiples of 2,3 and 4 Count up and down in tenths using a number line. Identify, represent and estimate numbers using different representations</p>	<p>Partition a three-digit number to support addition and subtraction Find 10 or 100 more or less than a given number Count from 0 in multiples of 4</p>	<p>Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and words Count from 0 in multiples of 50 and 100</p>	<p>Count from 0 in multiples of 4 and 8 Count on from 0 in multiples of 50 and 100</p>	<p>Count up and down in tenths</p>	<p>Generate and derive number bonds to and within 1000 Connect tenths to place value , decimal measures and to division by 10 Begin to see that decimal fractions are linked to proper fractions (such as <math>\frac{1}{2} = 0.5</math> and <math>\frac{1}{10} = 0.1</math>)</p>



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Science	<p><b>Animals inc humans:</b> skeletons and muscles Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>LONGITUDINAL STUDY – Go and look at outside area to look at plants.</p>	<p><b>Forces 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 a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Rocks and soils</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>LONGITUDINAL STUDY – Go and look at outside area to look at plants.</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>LONGITUDINAL STUDY – Go and look at outside area to look at plants.</p>	<p><b>Animals inc humans:</b> nutrition Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat.</p>	<p><b>Light and shadows</b> Recognise that they need light in order to see things and that dark is 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 their 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 size of the shadows change.</p> <p>LONGITUDINAL STUDY – Go and look at outside area to look at plants.</p>



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Computing	Logging on and using the school network  Keyboard skills & Internet safety	Desktop publishing (MS Publisher) & Picture editing	Block programming  Designing an environment Moving characters	Presenting work (using text and text effects)  Using email	Email  Block programming Interacting characters	CAD
History			<b>Changes in Britain Stone Age to Iron Age</b> This could include: Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture			



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Geography	<p><b>Study of the United Kingdom</b> Name and locate countries, counties, cities and main geographical regions of the UK (including hills, mountains, coasts and rivers) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans</p>	<p><b>Hills, Coasts &amp; Mountains</b> Name and locate key topographical features including hills, Coasts and mountains and understand how they have changed over time</p>			<p><b>Physical Geography</b> <b>Earthquakes and Volcanoes</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p>	
Religious Education	<p><b>Symbol</b> Trees as a Symbol</p>	<p><b>Light as a Symbol</b> Advent and Hannukah</p>	<p><b>Freedom</b> Passover and Moses</p>	<p><b>Changing Emotions</b> The Easter Story</p>	<p><b>Remembering</b> Shabbat</p>	<p><b>Community</b> Community and Belonging</p>
Art	<p><b>Painting</b> Impressionism</p>		<p><b>Collage</b> Round House</p>	<p><b>Artist Study</b> Hundertwasser</p>		
Design and Technology		<p><b>Christmas Photo Frames</b> Designing and making with wooden frame constructions</p>			<p><b>Making Healthy Salads</b> Food activity (safety and hygiene, grating, chopping, mixing, cooking )</p>	<p><b>Moving lion</b> Exploring and using wheels, axles, chassis and bearings/ pneumatic systems</p>



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PE	<p><b>Shapes and choreography</b> - Gymnastics (basic shapes) <i>skeleton = movement</i> L1 SG Floor gym competition card Matalan SP Top Challenge: <i>Shape up card 8</i> <i>Ship Shape card 9</i></p> <p><b>Real PE</b> – Unit 4 Fundamental Movement skills (Balance, coordination and agility) FUNS station 8</p>	<p><b>Responding to music &amp; coordination</b> – Gym/Dance , <i>Blur Song 2 AJ</i> <i>forces &amp; magnets</i></p> <p><b>Throwing and catching, positive movement on court</b> - Netball &amp; Basketball L1 SG High 5 Competition card Aus P4L Dribblers &amp; robbers Find the goal line Aus P4L Interceptor</p>	<p><b>Body Control &amp; Movement</b> - Gymnastics (Pathways) Matalan SP Top Challenge cards:: Time to travel card 7 <i>Rock &amp; Roll card 13</i> <i>Movement card 11</i> TOP Sport cards: Move it 11 Rollover 7 Hold &amp; Control 3</p> <p><b>Problem solving and trust and cooperation-</b> Outdoor &amp; Adventurous Activities Matalan SP Top Challenge: <i>Trust Card 11</i> <i>Teamwork Card 12</i></p>	<p><b>Rhythm and sequences</b> - Dance (MOUNTAINS) In the Hall of the Mountain King</p> <p><b>Passing and receiving , Moving with a ball-</b> Football &amp; Hockey TS Card Find a Goal TS Card 1-2-3-4 Aus P4L Interceptor Aus P4L Keep the ball</p>	<p><b>Shapes - Flexion / extension</b> - Gymnastics Apparatus work – flight <i>earthquakes &amp; volcanos</i></p> <p><b>Running, Jumping and Throwing</b> – Intro to Athletic events L1 SG Quad Kids comp teams of 8 Aus P4L Hit the target Target and Intercept</p>	<p><b>Hand eye coordination /Racket</b> - Tennis Aus P4L Continuous Tennis</p> <p><b>Striking and Fielding</b> skills – creating own games and Kwik Cricket TS Card Catch, Catch them out TS Card Target throw; Quick runs and safe catching Aus P4L Beat the Bucket Continuous Cricket French Cricket Hit 4 and go</p>



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Spanish	<p>Greetings Spanish culture Classroom instructions Animals Numbers</p>	<p>Forming sentences Gender Storytelling <i>Me llamo</i> Spanish names <i>Soy and Mi mama</i> Christmas</p>	<p>Colours Adjectives Storytelling Numbers</p>	<p><i>Tengo</i> Age Definite and indefinite articles Easter</p>	<p><i>Quisiera</i> The conjunction <i>Pero</i> Story telling <i>Tambien</i> Numbers Days of the week</p>	<p>Revision Assessment Barcelona</p>
PSHE	<p><i>SCARF- Rules, Rights and Responsibilities/ Caring for the Environment</i></p>	<p><i>SCARF- Healthy Relationships</i></p>	<p><i>Friends for life</i></p>	<p><i>SCARF- Keeping Safe</i></p>	<p><i>SCARF- Valuing difference/ Healthy Lifestyles (D&amp;T)</i></p>	<p><i>SCARF- Growing and Changing) / Money</i></p>
SMSC	<p><i>Perseverance</i></p>	<p><i>Kindness Co-operation</i></p>	<p><i>Self-Knowledge Self-Esteem</i></p>	<p><i>Responsibility</i></p>	<p><i>Mutual Respect</i></p>	<p><i>Citizenship</i></p>
Music	<p style="text-align: center;"><b>Samba drums</b></p> <p>Play a range of samba rhythms across four percussion instruments with control and expression. Improvise and compose their own rhythms. Listen and recall familiar rhythms. Draw from and gain an appreciation of music from Brazilian culture.</p>		<p style="text-align: center;"><b>Recorder</b></p> <p>Sing, play and perform as a solo and in an ensemble. Improvise and compose their own melodies. Listen to familiar pieces with attention to detail. Recall sounds from aural memory. Be exposed to simple notation.</p>		<p style="text-align: center;"><b>Keyboard</b></p> <p>Develop an understanding of notation (from middle C) and begin to follow simple notation. Sing, play and perform as a solo and in an ensemble. Recall melodies from aural memory. Understand a range of recorded music from different traditions and composers.</p>	