ROKESLY JUNIOR SCHOOL

Working hard, aiming high, learning together

Year 3 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Number – number and place value** • identify, represent and estimate numbers using different representations • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • read and write numbers up to 1000 in numerals and in words • find 10 or 100 more or less than a given number • compare and order numbers up to 1000 • count from 0 in multiples of 4, 8, 50 and 100	**Number – addition and subtraction** • add and subtract numbers mentally, including: ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds • use formal written methods of columnar addition and subtraction • estimate the answer and use inverse operations • solve problems, including missing number problems, using	**Number – addition and subtraction** • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer and use inverse operations • solve problems, using more complex addition and subtraction **Statistics** • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions using information presented in scaled bar charts and	**Number – multiplication and division** • write and calculate multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division **Number – fractions unit fractions**	**Number – fractions non-unit fractions** • recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators • recognise and use fractions as numbers: non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators	**Measurement – money** • add and subtract amounts of money to give change, using both £ and p in practical contexts **Time** • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use

		number facts and place value **Measurement** • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	pictograms and tables. **Number – multiplication and division** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • compare and order unit fractions, and fractions with the same denominators • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • add and subtract fractions with the same denominator within one whole **Geometry – properties of shapes** • identify right angles, identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events

				numbers or quantities by 10		
Science	**<u>Forces and magnets</u>** 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,	**<u>Rocks and soil</u>** 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	**<u>Light</u>** Recognise that they 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 their eyes.	**<u>Light (continued)</u>** Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	**<u>Animals including humans</u>** 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**<u>Plants</u>** 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.

	depending on which poles are facing		
History	**<u>Changes in Britain from Stone Age to Iron Age</u>** *How do we know about the Stone Age?* Develop understanding of time and what pre-history is along with other key terms including archaeology, BCE, CE, source, artefact. Explore how humans came to Britain and how Britain was part of mainland Europe. Explore understand how we learn from artefacts. Develop an understanding of how life changed though the Stone Age by exploring hunter gathers and settlers. Using evidence form Howick House in Northumberland and Cheddar Man learn how our understanding of the past is always changing. Compare and contrast the Bronze Age and Iron Age and the impact of Bronze on settlements	**<u>The Roman Empire</u>** *What impact did the Roman Empire have on Britain?* *How did Rome become so powerful?* Continue to develop an understanding of key historical terms including settlement, invasion and migration. Understand where the Romans came from and why they wanted to invade Britain. Learn about Julius Caesar and his failed attempts to invade Britain and why they were finally successful. Reflect on Boudicca and the Celtic response to the invasion and settling of the Romans. Explore the power of the Romans and their legacy. What were the pros and cons of the Roman settlement?	**<u>A Local History Study (Alexandra Palace)</u>** *What impact has Alexandra Palace had on the local area and the UK?* Use a range of primary sources to learn more about the history of Alexandra Palace by visiting and exploring the Palace. Understand why the Palace was built and how it was and still is a nationally significant landmark. Continue to build on chronological knowledge and significant periods of time in the UK. Learn more about how the Palace was significant and influential in the development of television and broadcasting. Use evidence to support historical claims about the Palace on local and national life and whether it would be built now.
Geography	**<u>Country Study (Africa)</u>** *How does the landscape and climate compare to the UK?* *How does climate affect the way people live?* Recap the continents and locate Africa on a world map. Understand what is the difference between continent and country.	**<u>From Rain and Snow to Oceans</u>** *Why are (rivers), oceans and seas important to us?* *How do humans use oceans and seas?* Understand the difference between a sea and ocean. Locate the and name the oceans of the world and place them along with major seas on a	**<u>Local Area Study</u>** *How is our local area changing?* Understand that London is broken up into boroughs and that Rokesly Junior School is in Haringey. Children to locate Haringey on a map of London. Plan an investigation and field work tasks into how land use has changed over time in the local area.

	Locate class countries (Uganda, Morocco and Ghana) and the equator and investigate the weather of each country. Explore what is human and physical geography. Understand that climate impacts the physical geography of a country. For example; the Sahara Desert in Morocco and the rainforest of Uganda.		world map. Introduce the water cycle and explore whether all water is useable. Develop an understanding of the relationship between the oceans and climate. How are the oceans used? With a focus on transportation and trade. What lives in the oceans and how humans and sea life are interconnected and the environmental impact humans have on the oceans.		Use an Ordnance Survey map plot a route for the field work trip. Undertake field work and then record and present results along with facts about how the area has changed.
RE	*What is important to me?* Areas of Enquiry: **A. BELIEFS,** **B. TEACHINGS AND SOURCES: Interpreting** **C. IDENTITY,** **D. DIVERSITY AND BELONGING: Exploring** The focus here is on exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the worthiest human characteristics? How might communities	*What can we learn from the life and teaching of Jesus?* Areas of Enquiry: **C Forms of expressing meaning: Appreciating** **E Meaning, Purpose and Truth: Exploring** Throughout the teaching of this unit children will explore: a) Who is Jesus and what does it mean to follow him today? b) What did Jesus teach about?	*Why do religious books and teaching matter?* Areas of Enquiry: **C Forms of expressing meaning: Appreciating** **F. VALUES AND COMMITMENTS: Evaluating** At the end of the unit children should be able to link their own ideas about how to live a good life to the teachings of religions and beliefs being studied.	*Why are some places and journeys special?* Areas of Enquiry: **C Forms of expressing meaning: Appreciating** **D. IDENTITY, DIVERSITY AND BELONGING: Exploring** The focus of this unit is to explore why people believe that some places are special and discover what practices and events are associated with these places.	*What does it mean to belong to a religion? Hinduism* Areas of Enquiry: B **PRACTICES AND WAYS OF LIFE: Exploring** **D. IDENTITY, DIVERSITY AND BELONGING: Exploring** **E Meaning, Purpose and Truth: Exploring** Throughout this unit the focus will be exploring stories from the Hindu religion. They will talk about a number of stories from the Hindu tradition and discuss how these stories can help us think about important questions in life and important human qualities. They can describe how these qualities might be applied to different people they have looked at in RE. Through exploration and discussion an understanding of the key festivals and

	of different sorts help us make the most of life? Children explore some of the stories of Christianity and Judaism in their search to develop and deepen their own understanding of what may be most important in life.	Love; Forgiveness and peace/reconciliation; Greed and giving. Learning through the stories of Zacchaeus and the Good Samaritan, what the narratives of Jesus' miracles tell us about some of the big questions of life? Focussing on the miracle of the loaves and fishes Exploring Why Christmas important in the Christian calendar?	Children should be able to describe the importance of the religious books to different faiths and to be able to examples. A focus will be on the Bible, the Sanskrit and Devas. Learn and describe some of the arts in the books studied and what it means to believers Explore the connections between the religious books.	Affirm identities and a sense of belonging, Explore the importance of sacred journeys such as pilgrimages to Lourdes and how members of the Christian faith may prepare for such journeys. Visit to Holy Innocents Church	traditions within the Hindu religion will be explored such as Holi. Children will compare aspects of their own character with those of others, including the animals in the story of Grisha, and compare their own ideas about people's qualities with those that Hindus respect through their stories and festivals. Visit to BAPS Shri Swaminarayan Mandir	
Computing	**Online Safety** Why is it important to have device-free moments in our lives? **Communication & Collaboration - Home Learning Platforms** Access and use Google Classroom	**Online Safety** What should you do if someone is mean to you online? **Connecting Systems + networks** Explain how digital devices function Explore and identify what parts make up a digital device	**Online Safety** How can we be good digital citizens? **Programming Unit A - Sequencing Code.org** Sequencing with Angry Birds Programming with Angry Birds - Includes repetition	**Online Safety** What kinds of information should I keep to myself when I use the internet? **Programming Unit B - Sequencing Scratch Scene** Tinker (explore) with how a sprite moves in an existing project on Scratch	**Online safety** How can we be good digital citizens? **Branching Databases+ Unplugged alternative** Create yes and no questions to use a branching database	**Online Safety** Who is in your online community? **Digital Media - Create, Share, Respond - J2Animate** Identify, modify and explain how to create stop motion animation Discuss and explain what makes a good

	Access and complete assignments Providing Self-assessment and feedback	Explore how digital devices can be connected Recognise the physical components of a network	Programming with Harvester Programming with Harvester with Repetition Coding challenges	Create a monologue program using sequencing skills on Scratch Modify a coded algorithm in order to improve a program on Scratch Plan and design a monologue program on Scratch Code a monologue animation using programming skills on Scratch	Construct a simple offline branching database (unplugged) Construct a simple online branching database (plugged) Construct a branching database	stop motion animation. Plan and create a stop motion animation Review and improve an animation
Art **D&T**	**<u>Art: Drawing</u>** Explore three of the formal elements of art: shape, line and value (tone) to draw an animal linked to Africa. Develop tonal mark-making techniques to draw an animal linked to Africa. Explore the use of blending using colouring pencils.	**<u>D&T: Cooking and nutrition</u>** Understand where ingredients for bread comes from. Create a poster about the journey from wheat, to flour, to bread. Understand that a healthy diet is made up from a variety and balance of different food and drink. Understand that food and drink is	**<u>Art: Sculptures</u>** Develop use of line and shape to draw a clay pot focussing on detailed etching skills. Develop form to create a clay pot. Use tools to add detail to a clay pot. Evaluate own work and compare and contrast the work of Magdalene Odundo's work to the pots produced.	**<u>D&T: Mechanical systems</u>** Design an ocean creature toy (based on a brief) that is fit for purpose aimed at a specific individual or group. Make an ocean creature toy using a mechanical system. Evaluate ideas and products against own design criteria and consider the	**<u>D&T: Structures</u>** Design a local landmark (based on a brief) that is fit for purpose aimed at a specific individual or group. Make a structure of a building. Evaluate ideas and products against own design criteria and consider the views of others to improve their work.	**<u>Art: Paint</u>** Experiment using primary colours. Understand which primary colours make secondary colours Develop line and shape to draw an object using Piet Mondrian as inspiration. Complete artwork using primary colours.

	Compare works of art using the formal elements. Artist: Joseph Thiongo	important to be active and healthy. Develop an understanding about food preparation, cooking and nutrition. Make bread. Self-evaluate bread and suggest areas for improvement. Chefs: Marcus Samuelsson, Bryant Terry and Edna Lewis	Artist: Magdalene Odundo	views of others to improve their work. Artist: Hailey E. Herrara	Artist: Stephen Wiltshire Architect: John Johnston, Alfred Meeson	Use primary and secondary colours to produce artwork using Paul Klee as inspiration. Apply knowledge of colour to paint using Franz Marc as inspiration. Compare works of art using the formal elements, especially the use of colour. Artists: Piet Mondrian, Paul Klee and Franz Marc
PE	**Fundamentals** Develop balancing and understand the importance of this skill Demonstrate good technique when running at different speeds Develop agility using a change of speed and direction Develop technique and control when	**Gymnastics** Create interesting point and patch balances Develop stepping into shape jumps with control Develop the straight, barrel and forward rolls Transition smoothly into and out of balances	**Dance** Use straight pathways and clear changes in direction Use canon and unison Remember, repeat and create actions around a theme Understand and use formations Structure a dance to represent a theme **Football**	**Netball** Develop passing and moving in play within the footwork rule Develop passing and moving towards a goal Develop movement skills to lose a defender Defend an opponent to win the ball	**Athletics** Develop the sprinting technique Develop changeover technique in relay events Develop jumping technique in a range of approaches and take off positions Develop throwing for distance and accuracy Develop throwing for distance in a pull throw	**OAA** Develop co-operation and teamwork skills Develop trust and teamwork Involve all team members to work towards a shared goal Develop trust whilst listening to others and following instructions

	jumping, hopping and landing Develop skipping with a rope Apply fundamental skills to a variety of challenges. **Dance** Create actions in response to a stimulus and move in unison with a partner Create actions to move in contact with a partner Select and link appropriate actions and dynamics to show ideas Remember, repeat and create actions to represent ideas Share ideas of actions and dynamics Use choreographing ideas to develop a dance	Create a sequence with match and contrasting actions and shapes Create a partner sequence incorporating equipment **Ball skills** Develop tracking and collecting skills Develop confidence and accuracy when tracking a ball Develop dribbling skills Develop catching skills using one and two hands Explore and develop a variety of throwing techniques Use tracking and sending skills with feet	Develop the attacking skill of dribbling Develop changing direction and speed when dribbling Develop passing and being to recognise when to use different skills Control the ball with different parts of the bod Use defending skills to delay an opponent and gain possession Apply the rules and tactics learnt	Develop the shooting action Develop playing using netball rules **Tennis** Develop racket and ball control Develop returning the ball using a forehand groundstroke Rally using a forehand Develop the two-handed backhand Develop playing against an opponent Learn how to score Work collaboratively with a partner	Develop officiating and performing skills Improve on personal bests **Cricket** Develop overarm throwing and catching Develop underarm bowling Learn how to grip the bat Develop batting technique Field a ball using a two-handed pick up and short barrier Develop overarm bowling technique Apply rules and skills learnt to a game situation	Identify objects, draw and follow a simple map Draw a route using directions, orientate a map and navigate around a grid **Dodgeball** Develop throwing at a moving target Use jumps, dodges and ducks to avoid being hit Develop catching a ball at different heights Learn how to block using a ball Understand the rules of dodgeball and apply them to a game situation
PSHCE	**Living in the Wider World**	**Relationships** Recognise bullying	**Living in the Wider World**	**Health and Wellbeing**	**Relationships**	**Relationships**

	Reflect on places where we belong outside the home and at school Face new challenges Understand why we need rules Know that actions bring rewards and consequences Make responsible choices	Demonstrate positive, respectful and courteous behaviour **Health and Wellbeing** Understand the many factors that contribute to a healthy lifestyle Explain why food is an important part of our lives Recognise that we need to eat a variety and balance of food to stay healthy Understand how feelings and emotions change and what helps people to feel good Learn about ways of expressing feelings and emotions and why this is important Understand how to manage feelings and	Identify personal goals and suggest actions that I can take to achieve them Explain how a positive learning attitude can help me to learn new things Identify the skills and attributes needed to do certain jobs Understand that we should all have equal opportunities to follow our career ambitions. Discuss what job I might like to do when I grow up and what skills I will need to achieve this	Be responsible for making good choices to stay safe and healthy Know how to identify typical hazards at home and in school Gain knowledge about fire safety at home including the need for smoke alarms Know how to stay safe when out and about Explain how to be safe around medicine	Understand that families love and support each other but sometimes problems can occur and help is available if needed Understand that friendships have ups and downs and that problems can be resolved. Begin to understand the impact of bullying Listen and communicate effectively Understand why trust is an important part of positive relationships Begin to understand the differences between people and why it is important to respect these differences Recognise that stereotypes are present in everyday life	Identify that people are unique and respect those differences. Explore the differences between the male and female bodies. Consider appropriate and inappropriate physical contact and consent Explore different types of families and who to go to for help and support Understand the strategies people use to cope with change

		emotions in different situations Know where to get help, advice and support with feelings and emotions				
Music	**<u>Singing Games</u>** Introduction to playground singing games Creating a rhythmic ostinato to perform under our song Notating the rhythm of one of the singing games Planning our singing game Developing our singing game Rehearsing and performing our singing game	**<u>Winter celebrations</u>** Introducing the topic Develop awareness of simple phrasing and structure To recognise and control changes in pitch Listen with attention to detail and develop aural memory How to express the meaning of songs Final performance preparations	**<u>Pentatonic Scales</u>** Introducing the pentatonic scale Playing simple melodies based on a pentatonic scale Adding different layers and textures to our pentatonic melody Compose a simple 2 bar melody using notes from the pentatonic scale Rehearsing our composition with a partner to make a 4-bar melody Performing our melody	**<u>Orchestra</u>** Introducing the orchestra Meeting the Instrument Families String and Woodwind families Brass and Percussion families Exploring vibrations Sharing what we know	**<u>Descriptive Music</u>** What is descriptive music Describing movement with music Describing objects with music Select appropriate instruments to recreate your topic How sounds can be used and combined to create a soundscape Performing our soundscape	**<u>Summer Showcase</u>** Reintroducing the topic for our performance Putting the new plans into action Refining the new plan Assessing the new plan Dress rehearsal Final performance preparations
French	**<u>All about me</u>** Simple greetings. Introduce yourself and ask others name.	**<u>Games and Songs</u>** Understand instructions Apply knowledge of numbers to games	**<u>Celebrations</u>** Recognise and say some action verbs. Join in with simple songs.	**<u>Portraits</u>** Identify words and respond to instructions for drawings.	**<u>The Four friends</u>** Listen and recognise the sequence of a story.	**<u>Growing Things</u>** Responding to questions and stating preferences.

	Express feelings. Numbers 1-12 Write and practise a simple conversation in French.	Learn a well-known song Answer simple questions	Listen to and respond to simple instructions. Use words and simple sentences.	Listen to and recognise vocabulary to describe: colours, features of the face and body parts. Describe a portrait.	Identify and recognise words from story. Use vocabulary from a familiar story to write sentences.	Recall and use vocabulary from a range of texts. Write simple phrases Use roll-play to recreate and practise conversations.