



Curriculum Map 2022-23

Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Britain Rocks!		Wonderful Water		Fashionable Flowers	
Science	Rocks, Soils and Fossils	Animals including Humans	Light	Forces and Magnets	Plants	Plants
Computing	Online safety Coding Email		Spreadsheets Touch typing Power Points		Data bases Simulations Graphing	
History		Changes in Britain from the Stone Age to Iron Age.		Ancient Egypt: the Achievements of the Earliest Civilizations		British Fashion: from 1066 to the Present
Geography	The UK: Counties and Cities.		Rivers and the Water Cycle		Biomes and Geographical Skills	
DT		Food		Structures (Egyptian Tombs)		Textiles (Block Print and Tie Dyes)
Art	British Art		Monet: River Art		Sculpture	
RE	Taking Bread and Wine	Light and Celebration	Choosing a Way of Life for a Hindu Child	Easter and Passover	The Life and Teachings of Jesus	Parables: Made up Stories and the Truth
Music	Ballads	Developing singing techniques	Pentatonic Melodies - Chinese New Year	Creating compositions - Mountains	Traditional instruments and improvisation - India	Jazz
PE	Invasion Games Rugby/Football and Circuits/Badminton		Net Games Netball/Hockey/Gymnastics and Dance		Striking/Fielding Games and Swimming Rounders/Athletics/Swimming	
PSHE	Introduction Health and Wellbeing	Finish H&B Safety and the Changing Body	Finish Safety and Changing Body Citizenship	Citizenship	Family and Relationships	Economic Wellbeing
Mfl	¡Hola! ¿Qué Tal?	Vamos a Contar	Los Colores	En mi Estuche	Mi Familia y Yo	Mi Bandera



Year 3 – foundation subjects’ coverage

Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Autumn 1 Rocks, soils and fossils</p> <ul style="list-style-type: none"> • Can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Can describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognises that soils are made from rocks and organic matter. <p>Working scientifically</p> <ul style="list-style-type: none"> • Can use standard measures • Can read scales accurately and estimate between the numbers on the scale • Can take measurements • Understands what a fair test is 	<p>Spring 1 Light</p> <ul style="list-style-type: none"> • Recognises that they need light in order to see things and that dark is the absence of light • Notices that light is reflected from surfaces • Recognises that light from the sun can be dangerous and that there are ways to protect their eyes • Recognises that shadows are formed when the light from a light source is blocked by a solid object • Can find patterns in the way that the size of shadows changes. <p>Working scientifically</p> <ul style="list-style-type: none"> • Decides how to collect data • Can use standard measures to record findings 	<p>Summer Plants</p> <ul style="list-style-type: none"> • Can identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant • Can investigate the way in which water is transported within plants • Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Working scientifically</p> <ul style="list-style-type: none"> • Records results in graph form • Answers questions about data presented in graphs • Decides on what secondary information sources to use • Recognises when to use a fair test to answer a question
<p>Autumn 2 Animals including humans</p> <ul style="list-style-type: none"> • Can 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 • Can identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Working scientifically</p> <ul style="list-style-type: none"> • Recognises when a test is fair • Can take measurements and record results in a table 	<p>Spring 2 Forces and magnets</p> <ul style="list-style-type: none"> • Can compare how things move on different surfaces • Can describe magnets as having two poles • Notices 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 • Can 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 • Can predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Working scientifically</p> <ul style="list-style-type: none"> • Decides how to collect data and present data 	



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Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Autumn 1 The UK: counties and cities</p> <ul style="list-style-type: none">To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics <p>Geographical skills</p> <ul style="list-style-type: none">To use the eight points of a compassTo use maps, atlases and globes to compare different countries.	<p>Spring 1 Rivers and water cycle</p> <ul style="list-style-type: none">To begin to describe and understand key aspects of: physical geography including rivers and the water cycle, floods and droughts and sustainability. (to be re-visited in Y6)To begin to describe and understand aspects of human geography including; how technology facilitates local, national and global links and connections.	<p>Summer 1 Biomes</p> <ul style="list-style-type: none">To begin to describe and understand key aspects of: physical geography including biomes. <p>Geographical skills</p> <ul style="list-style-type: none">To use map symbols and keys to locate informationTo use fieldwork to observe and measure the human and physical features of the local environment.



History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p>Autumn 2 Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Knows that the Stone Age, Bronze Age and Iron Age are all periods in UK history • Can talk about neo-lithic hunter gatherers and how this developed into early farmers (eg Skara Brae) • Can talk about key innovations during these periods (eg Stonehenge, Invention of Iron) • Can talk about key changes during these periods (eg art, culture, defence) <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> • Use a range of primary and secondary sources to find out about the past • Look at representations of the period – museum, cartoons etc • Gather more detail from sources such as maps, artefacts and pictures to build up a clearer picture of the past <p>Methods of organization and presentation</p> <ul style="list-style-type: none"> • Communicate their knowledge through: discussion and drawing pictures. 	<p>Spring 2 Ancient Egypt: the achievements of the earliest civilizations.</p> <ul style="list-style-type: none"> • Knows that Ancient Egypt was an early civilization • Can talk about the achievements of the Ancient Egyptians and how they changed the world • Can describe the key features of Ancient Egyptian society • Can compare and contrast Ancient Egypt society with today <p>Chronological understanding</p> <ul style="list-style-type: none"> • Place topics studied into different periods (eg: century, decade, Neolithic and Monolithic, Egyptian, BC, AD) <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> • Distinguish between different sources – compare different versions of the same story • Begin to use the library and internet for research • Select and record information relevant to the study <p>Methods of organization and presentation</p> <ul style="list-style-type: none"> • Communicate their knowledge through: drama/role play and making models 	<p>Summer 2 British Clothing: 1066 to present day Chronological understanding</p> <ul style="list-style-type: none"> • Place the time studied on a time line. • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Use dates and terms related to the study unit and passing of time <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> • Look at more than two versions of the same event or story in history and identify differences • Identify and give reasons for different ways in which the past is represented <p>Methods of organization and presentation</p> <ul style="list-style-type: none"> • Communicate their knowledge through: writing and using ICT



Computing Objectives:

Autumn Term	Spring Term	Summer Term
<p data-bbox="107 539 271 564">Online safety</p> <ul data-bbox="152 579 741 746" style="list-style-type: none">• Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p data-bbox="107 759 197 785">Coding</p> <ul data-bbox="152 799 763 1185" style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p data-bbox="107 1198 181 1224">Email</p> <ul data-bbox="152 1238 757 1471" style="list-style-type: none">• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.• Use technology safely, respectfully and responsibly; recognise	<p data-bbox="790 579 954 604">Spreadsheets</p> <ul data-bbox="790 619 1384 852" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p data-bbox="790 903 947 928">Touch typing</p> <ul data-bbox="790 943 1384 1176" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p data-bbox="790 1227 954 1252">Power Points</p> <ul data-bbox="790 1267 1384 1436" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,	<p data-bbox="1431 579 1559 604">Databases</p> <ul data-bbox="1431 619 2069 820" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p data-bbox="1431 833 1574 858">Simulations</p> <ul data-bbox="1431 873 2069 1074" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p data-bbox="1431 1086 1547 1112">Graphing</p> <ul data-bbox="1431 1126 2069 1327" style="list-style-type: none">• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



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<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
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MFL Objectives: (<https://www.lightbulblanguages.co.uk/resources/PrimarySpanish/Scheme-of-work-overview.pdf>)

<p>Autumn 1 ¡Hola! ¿Qué tal? Greetings Saying your name Saying how you feel</p>	<p>Spring 1 Los colores Colours</p>	<p>Summer 1 Mi familia y yo Members of the family, their names and ages Pets, their names and ages</p>
<p>Autumn 2 Vamos a contar Numbers to 15 Simple maths Saying your age</p>	<p>Spring 2 En mi estuche Gender of singular nouns using school equipment</p>	<p>Summer 2 Mi bandera describing the colours and shapes on flags</p>



RE Objectives:

<p>Autumn 1 Taking the bread and wine</p> <ul style="list-style-type: none">• Retell the story of the Last Supper, suggesting the meaning the story has for a Christian• Describe some of the ways that some Christians demonstrate their faith• Give a reason why Christians take communion• Identify and match the symbols of the Eucharist to key Christian beliefs• Ask and respond sensitively to questions about their own and others' experiences about communion• Talk about and recognise that different people might feel differently about communion• Talk about different ways of belonging that Christians experience and compare that to their own ways of showing belonging	<p>Spring 1 Choosing a way of life for a Hindu Child</p> <ul style="list-style-type: none">• Retell one of the stories illustrating one of the key concepts (Karma or Dharma e.g.)• Identify why that story is important to believers• Give a definition of two of the concepts, illustrating their answer with reference either to Hindu practice or a story• List some similarities between Hindu duties and their own• Suggest meanings for the rules and duties and reasons why Hindus may follow them• Respond sensitively to the rules and customs followed by others, saying why those rules matter to them• Ask questions and suggest answers about why people choose to follow rules and duties	<p>Summer 1 The life and teaching of Jesus</p> <ul style="list-style-type: none">• Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story• Give some reasons why Jesus has authority for Christians• Talk about the difference that the authority of Jesus makes to Christians• List some of the qualities that a person of authority needs to have• Suggest reasons why authority matters in society• Ask and answer questions about the events in Jesus life, that show his authority
<p>Autumn 2 Light and celebration</p> <ul style="list-style-type: none">• Retell the story of Christmas, Diwali or Chanukah by putting pictures into order• Suggest two reasons why light is a good symbol for Christmas	<p>Spring 2 Passover</p> <ul style="list-style-type: none">• Retell the story of Passover/Easter• Identify why that story is important to believers	<p>Summer 2 Parables: made up stories and the truth</p> <ul style="list-style-type: none">• Retell a parable from the Bible, suggesting a meaning that the story may have for a Christian



<ul style="list-style-type: none"> • From a picture talk about the things that are similar between the festivals • Suggest meanings for the symbols of light in Diwali or Chanukah • Ask and respond to questions about why people choose to celebrate with light • Recognise that different views of the festivals lead to different preparations and practices 	<ul style="list-style-type: none"> • Show awareness of the similarities between Passover and Easter • Suggest two things that matter to a Jew about Passover and two things that matter to a Christian about Easter • Respond to an Easter hymn and talk about how it might express the feelings of Easter • Talk about the meanings of Easter and Passover foods 	<ul style="list-style-type: none"> • Recognise the difference between stories that are meant to be true and those that are not • Use a parable of Jesus as a basis for a story or drama that teaches a truth • Make some suggestions about why stories are a good way to communicate • Talk about whether everything has to be true • Recognise that some questions about truth are hard to answer • Suggest reasons why truth matters in society
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Music Objectives:

<p>Autumn 1 Ballads</p> <ul style="list-style-type: none"> • Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation’s story. • Write a verse with rhyming words which tell part of a story. • Perform their lyrics fluently and with actions. 	<p>Spring 1 Pentatonic melodies and composition (Theme: Chinese New Year)</p> <ul style="list-style-type: none"> • Revise key musical terminology. Play and create pentatonic melodies. • Compose a piece of music in a group using layered melodies and finally perform their finished pieces. 	<p>Summer 1 Traditional instruments and improvisation (Theme: India)</p> <ul style="list-style-type: none"> • Verbalise feelings about music and identify likes and dislikes. • Read musical notation and play the correct notes of the rag. • Improvise along to a drone and tal. • Play a rag and a tal accurately alongside a drone. • Sing accurately from musical notation and lyrics. • Sing and play in time with others with some degree of accuracy and awareness of each other’s parts.
<p>Autumn 2 Developing singing technique (Theme: The Stone / Iron Age)</p> <ul style="list-style-type: none"> • Move and sing as a team, following the lyrics on the screen. 	<p>Spring 2 Creating compositions in response to an animation (Theme: Mountains)</p> <ul style="list-style-type: none"> • Verbalise how the music makes them feel. 	<p>Sumer 2 Jazz</p> <ul style="list-style-type: none"> • Explain what ragtime music is. • Play on the ‘off beat’ and sing a syncopated rhythm.



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<ul style="list-style-type: none"> • Recognise minims, crotchets and quavers often by ear and reliably by sight. • Perform rhythms accurately from notation and layer them to create a composition. • Add appropriate sound effects to their performances using untuned percussion. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance. 	<ul style="list-style-type: none"> • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying. 	<ul style="list-style-type: none"> • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words. • Compose and play a jazz motif fluently, using swung quavers. • Play a swung rhythm using a tuned percussion instrument.
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RSE and PSHE Objectives:

<p>Autumn 1 Introduction to RSE and PHSE</p> <ul style="list-style-type: none"> • How to create a successful learning environment for RSE and PSHE lessons <p>Health and wellbeing</p> <ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health (in Autumn 2) 	<p>Spring 1 Finish Safety and the changing body</p> <ul style="list-style-type: none"> • Drugs, alcohol & tobacco • Keeping safe out and about <p>Start Citizenship <u>Responsibility</u></p> <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling 	<p>Summer 1 Family and relationships</p> <ul style="list-style-type: none"> • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping
<p>Autumn 2 Safety and the changing body</p> <ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails 	<p>Spring 2 Finish Citizenship <u>Community</u></p> <ul style="list-style-type: none"> • Local community groups • Charity <p><u>Democracy</u></p> <ul style="list-style-type: none"> • Local democracy • Rules 	<p>Summer 2 Economic wellbeing Money</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p>Career and aspirations</p>



		<ul style="list-style-type: none"> • Jobs and careers • Gender and careers
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Art and Design Objectives:

<p>Autumn 1 British Art <u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> • Use sketchbooks to record their observations. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p><u>Painting</u></p>	<p>Spring 1 Monet: river art <u>Exploring & developing ideas</u></p> <ul style="list-style-type: none"> • Explore art from different eras <p><u>Use the work of artists to replicate ideas or inspire their own work</u></p> <ul style="list-style-type: none"> • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist • continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development <p><u>Painting</u></p>	<p>Summer 1 Nature inspired sculptures <u>Sculpture</u></p> <ul style="list-style-type: none"> • Make informed choices about the sculpting technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Use some tools and materials to carve, add shape, add texture and pattern <p>Used in our DT project (Summer 2)</p> <p><u>Printing</u></p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print.
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<ul style="list-style-type: none"> To improve mastery of art and design techniques, including painting in the context of composition. Experiment with different effects and textures including: blocking in colour, washes, thickened paint etc. Associate colours with different moods. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures including: blocking in colour, washes, thickened paint etc Work confidently on a range of scales e.g. thin brush on small picture etc 	<p><u>Textiles</u></p> <ul style="list-style-type: none"> Use a variety of techniques, including: printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Experiment with a range of media e.g. overlapping, layering etc.
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Design and technology Objectives:

<p>Autumn 2 Healthy Food</p> <p><u>Design</u></p> <ul style="list-style-type: none"> Plan the order of the work before starting. <p><u>Make</u></p> <ul style="list-style-type: none"> Select suitable tools/equipment, explain choices; Work through plan in order Consider how good product will be Begin to measure, mark out, cut and shape materials/components with some accuracy 	<p>Spring 2 Structures (Ancient Egyptian Tombs and Canopic Jars)</p> <p><u>Design</u></p> <ul style="list-style-type: none"> Identify a purpose and create their own design criteria for a successful product. Investigate and develop a design, and make drawings with labels when designing. <p><u>Make:</u></p> <ul style="list-style-type: none"> Begin to use tools/equipment accurately Select appropriate materials, fit for purpose. Begin to measure, mark out, cut and shape materials/components with some accuracy 	<p>Summer 2 Textiles (inspired by our history unit – British Clothing: from 1066 to present)</p> <p><u>Design</u></p> <ul style="list-style-type: none"> Generate ideas for a product and consider its purpose and the user/s. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
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<ul style="list-style-type: none">• Begin to assemble, join and combine materials and components <p><u>Evaluate</u></p> <ul style="list-style-type: none">• Look at design criteria while designing• Use design criteria to evaluate finished product	<ul style="list-style-type: none">• Begin to assemble, join and combine materials and components with some accuracy• Begin to apply a range of finishing techniques with some accuracy <p><u>Evaluate</u></p> <ul style="list-style-type: none">• Look at design criteria while designing and making• Use design criteria to evaluate finished product and say what I would change to make design better	<ul style="list-style-type: none">• Learn about some designers of ground-breaking products
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PE Objectives:



<p>Autumn</p> <p>Invasion games</p> <ul style="list-style-type: none">• Partner using a number of sending and receiving techniques.• Improve accuracy of passes and use space to keep possession better.• Remain in control of ball while travelling.• To help others know where they are going.• Look when travelling and what happens after they have passed ball• Play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games.)• Know which passes are best, tactics to keep possession.• Find space to receive and support <p>Health and Fitness</p> <ul style="list-style-type: none">• Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F)• Recognise and describe what their bodies feel like during different types of activity.• Describe what happens to their heart, breathing and temperature during different types of athletic activity. <p>Evaluating and Improving Performance</p> <ul style="list-style-type: none">• Can say how their work is similar to and different from others	<p>Spring</p> <p>Gymnastics</p> <ul style="list-style-type: none">• Develop and perform actions.• Practice and concentrate on quality of movement.• Link different balances moving in and out of positions of stillness.• Transfer weight smoothly from one part of body to another.• Use actions on floor and over, through, across and along apparatus.• Vary and apply actions on floor and apparatus.• Copy a partner's sequence on floor and apparatus.• Perform easy combinations of contrasting actions.• Choose combinations that work in their sequences <p>Dance</p> <ul style="list-style-type: none">• Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.• Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.• Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.• Learn a variety of travels, gestures, turns, jumps and balances with good composure and control <p>Net and Ball Games</p> <ul style="list-style-type: none">• Practise throwing and catching with a variety of different balls and using different types of throwing.• Hit the ball with a racket.• Use different shots.• Play games using throwing and catching skills.• Vary strength, length and direction of throw.• Know how can they make it difficult for opponent to receive ball.• Stand when receiving.• Understand attack and defence tactics.• Understand rules about the games. <p>Evaluating and Improving Performance</p>	<p>Summer</p> <p>Striking and Fielding Games</p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Multi Skills and Athletics</p> <ul style="list-style-type: none">• Choose skills and equipment to meet the challenges they are set. Eg: by increasing the distance thrown.• Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. (S&A)• Children will be taught how to use their bodies to:<ul style="list-style-type: none">• Sprint 50m within 17secs developing to 13secs for challenge• Jump for height 20cm• Jump for distance 100cm• Leap hurdles over 50m within 25sec• Overarm throw 20m• Chest push 34m• Run for longer distance 400m in 3min 30 sec• Participate in Sports day <p>Swimming</p> <ul style="list-style-type: none">• Swim 10m unaided in shallow water using one basic method.• Kick legs from the hip and identify when this needs improvements.• Put face in water and blow bubbles.• Enter and exit water safely and remain safe around water.• Explain what dangers to identify around water <p>Evaluating and Improving Performance</p> <ul style="list-style-type: none">• Applies learning to improve their performance
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- Can offer and receive constructive criticism and feedback



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