

Year 3 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aiming High

Culturally Aware

Resilient

Enquiring

Respectful

English, Communication and Languages

As writers, we will:

- Write for a range of purposes and audiences with increasing fluency and legibility.
- Plan, draft, edit and publish pieces of writing, including descriptive pieces, letters, non-chronological reports, recounts and reports.
- Proof-read and assess our own and others' work
- Use a full range of punctuation with increasing accuracy

As readers we will:

- Predict what might happen from details stated and implied.
- Explore the meaning of words in context.
- Retrieve, record and present information.
- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding
- Identify main ideas drawn from more than one paragraph and summarise
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range of books
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination.

As French linguists we will learn:

- Names of fruit
- Food items
- Days of the week
- Months of the year
- Seasons
- An introduction to adjectives - big/small
- About French New year celebrations
- How Easter is celebrated in France
- Healthy and unhealthy food

Mathematics

As mathematicians, we will learn to:

- Explore related calculations
- Reason about multiplication
- Multiply a 2-digit number by a 1-digit number with and without exchanging
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number with and without exchanging and flexible partitioning
- Dividing when the answer has a remainder
- Scaling
- Measure in m, cm and mm
- Compare, add and subtract lengths
- Explore, measure and calculate perimeter
- Understand what fractions are and how they can be used in real life situations
- Compare, count in and order fractions
- Place fractions on a number line
- Work out equivalent fractions
- Add, subtract, measure and compare mass, capacity and volume in a range of units of measure.

Physical Health and Well-being

As sports people, we will:

- Learn how to use simple tactics in Tag Rugby, Dodgeball & Basketball
- Dribble, pass, receive and shoot the ball with control.
- Work co-operatively with my peers to self-manage games.
- Understand my role as an attacker and as a defender.
- Use gymnastics and fitness as a way to develop flexibility and strength.
- Learn how to copy and create gymnastics positions.

As citizens we will:

- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks. Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Explain what is meant by the term 'balanced diet';
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

Our No Outsiders lessons will focus on being welcoming to all and recognising stereotypes.

Spring Term 2022-23

Miss Forrester

Class Texts



Science and Technology

As scientists we will:

- compare and group together different kinds of rocks (including those in the locality) on the basis of 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.
- 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
- be able to identify healthy and unhealthy foods.
- know some of the benefits of eating healthily, such as having clearer skin, being happier and feeling more awake.
- identify that humans and some animals have skeletons and muscles for support, protection and movement.
- know the location of the following bones in the human body: skull (cranium), collar bone, ribs, backbone, pelvis, knee cap, shoulder blade, femur (thigh bone).
- be able to state that the skull (cranium) protects the brain and the ribcage protects the lungs.

As computer scientists, we will:

- 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
- 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
- use technology safely, respectfully and responsibly- through all lessons and Internet Safety Day on 7th February.

Humanities and Religious Education

As geographers, we will:

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Confidently use the zoom function on a digital map.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.
- State one thing that went well on the expedition and one aspect that did not go as hoped.

As historians, we will learn about:

- How the term Prehistory refers to the period before Britain became part of the Roman Empire in AD 43.
- BC (Before Christ) and AD (Anno Domini) and what this represents,
- Chronological order
- Prehistoric Britain's chronology of Stone age – Bronze age – Iron age and identify the key significant ways of life
- How historians have no written records from this time but some physical primary artefacts remain (cave art and tools)
- The significant move from hunter gatherers to established farming (include timeline)
- The recent discovery of Skara Brae and how it changed our view of early communities about 10,000 years ago

The Arts and Design

As artists, we will be:

- Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.
- Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Confidently using a range of materials, selecting and using these appropriately with more independence.
- Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task.
- Mixing colours with greater accuracy and beginning to consider how colours can be used expressively.
- Using mixed media techniques to make different surfaces for painting and drawing.
- Learning a new making technique (paper making) and applying it as part of their own project.
- Using subject vocabulary to describe and compare creative works.
- Using their own experiences to explain how art works may have been made.

As designers, we will:

- Use our knowledge of existing products to design a functional and appealing product for a particular purpose and audience.
- Create designs using exploded diagrams.
- Use techniques which require more accuracy to cut, shape, join and finish my work e.g cutting internal shapes, slots.
- Use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them

As musicians, we will:

Listen, respond, sing and perform – Love what we do, Let's Groove Earth, Wind and Fire, Jaws: Main Theme John Williams, When the Saints go Marching in, My Bonnie lies over the Ocean. Improvise using three or five notes over the backing track. Begin to create personal musical ideas using the given notes.