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 including, inverted commas, the possessive apostrophe and placing commas after fronted adverbials.

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 about:

- Language and create a cultural project

Science and Technology

As scientists we will:

- 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.

As computer scientists, we will:

- recognise how text and images convey information
- recognise that text and layout can be edited
- choose appropriate page settings
- add content to a desktop publishing publication
- consider how different layouts can suit different purposes
- consider the benefits of desktop publishing
- explain how a sprite moves in an existing project
- create a program to move a sprite in four directions
- adapt a program to a new context
- develop my program by adding features
- identify and fix bugs in a program
- design and create a maze-based challenge

Mathematics

As mathematicians, we will learn to:

- 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
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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 vocabulary such as o'clock, am/pm, 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 [for example, to calculate the time taken by particular events or tasks]
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions involving statistics.

Summer Term 2022-23

Miss Forrester

Class Focus Texts

Humanities and Religious Education

As geographers, we will:

Where does our food come from?- Summer 2

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

As historians, we will learn about:

The Roman Empire- Summer 1

- Why Julius Caesar would want to leave sunny Italy invade cold Britain and what he would have found here.
- Why the Emperor Claudius invaded a cold, bleak country on the edge of empire.
- Why Boudica stood up to the Romans and how we remember her today.
- How to explain the power of the Roman army.
- What Roman villas and forts can tell us about Roman life.
- How far the Romans changed the life of people living in Britain after their conquest.

As theologians, we will:

- explore how Sikh beliefs affect their ways of life and the importance they place on sharing.
- understand the significance of the River Ganges both for a Hindu and non-Hindu.

Physical Health and Well-being

As sports people, we will:

- Learn how to use simple tactics in Football
- Dribble, pass, receive and shoot the ball with control.
- Work co-operatively with my peers to self-manage games.
- Understand our role as an attacker and as a defender.
- Use athletics and fitness as a way to develop flexibility and strength.
- Learn how to develop speed and stamina.

As citizens we will:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.
- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- Will learn how to make a clear and efficient call to emergency services if necessary.
- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
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- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Our No Outsiders lessons will focus on recognising stereotypes and considering living in Britain today.

The Arts and Design

As artists, we will be:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

As designers, we will:

- I can talk about the different food groups and name food from each group.
- I understand that food has to be grown, farmed or caught in Europe and the wider world.
- I can use a wide variety of ingredients and techniques to prepare and combine ingredients safely.

As musicians, we will:

- Listen, respond, sing and perform – Your Imagination, You're a Shining Star, Disco Fever Joanna Mangona and Chris Taylor, Amazing Grace John Newton, Music Makes The World Go Round Rick Coates
- Create and explain a simple melody with a musical shape using two, three, four or five notes.
- Compose song accompaniments on untuned percussion using known rhythms and note values.