

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:

Use expanded noun phrases which modify the noun to describe and specify
Begin to identify adverbial phrases which modifies and makes verbs more specific.
Know and use the term 'common' and 'proper' nouns
Know and use the term 'verb', identifying it in a sentence.
Demarcate sentences using capital letters and full stops accurately.
Use question marks and exclamation marks accurately.
Use commas to separate items in a list.
Use apostrophes for contraction
Use sentences with different forms: questions, statement, command, exclamation
Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information)
Use the past and present tense correctly including irregular forms
Use the past and present progressive tense forms correctly
Use more complex subordinating conjunctions
Begin to spot use of 'who' /'which' to add additional information to a noun
Begin to introduce a wider variety of openers including /ly/ to start sentences
Use conjunctions of time.

As readers, we will:

Identify how language, structure and presentation contribute to meaning.
Identify main ideas drawn from more than one paragraph and summarise
Apply growing knowledge of root words, prefixes and suffixes
develop positive attitudes to reading, and an understanding of what we read, by:
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Science and Technology

As scientists we will:

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
recognise that we 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
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

As computer scientists, we will:

Learn about computing networks and systems
Learn how animation first began and create our own stop-frame animation
Evaluate our work and discuss how it can be improved.
Create an animation of our rainforest learning.

The Arts and Design

As artists, we will:

- Apply an understanding of prehistoric man-made art
- Understand and use scale to enlarge drawings
- Explore how natural products produce pigments to make different colours
- Select and apply a range of painting techniques
- Apply painting skills when creating collaborative artwork

As designers, we will:

- Use knowledge of existing products to design our own
- Create designs
- Safely measure, mark out, cut, assemble and join with some accuracy

As musicians, we will:

- Learn to understand music
- Improvise together
- Listen and find a steady beat
- Copy a beat back
- Sing and play instruments in time to the beat

Autumn Term 2023-24

Miss Forrester

Class books



Humanities and Religious Education

As geographers, we will:

describe and give examples of a biome and find the location and some features of the Amazon rainforest.
describe the characteristics of each layer of a tropical rainforest.
understand the lives of indigenous peoples living in the Amazon rainforest.
describe why tropical rainforests are important and understand the threats to the Amazon.
understand how local woodland is used using a variety of data collection methods
analyse and present findings on how local woodland is used.

As historians, we will learn about:

Britain's chronology of prehistory is Stone age – Bronze age – Iron age.
How Stone Age people were not just hunter gatherers, making and using tools, carrying out proper burials and had an organised way of life.
How life changed when farming developed with a move from huntergatherers to farmers.
The recent discovery of Skara Brae changed our view of early communities.
Different theories to explain the existence of Stonehenge.
What life was like in an Iron Age hillfort

As theologians, we will:

Recognise that everyone has a worldview
Explore the idea of humans having a soul
Explain how religious beliefs are represented in art
Explain how and why some Buddhists meditate

Physical Health and Well-being

As sports' people, we will:

- Develop the fundamental skills needed for football, tag-rugby and netball
 - Develop a tactical awareness of the games
 - Work effectively as part of a team to play competitive matches
 - Understand the basic rules of the games
 - Take on a variety of roles
 - Identify our own strengths and weaknesses and suggest a method to improve skills
 - Through yoga and dance, we will learn how to improve fitness levels, develop movement skills and develop resilience
 - Understand the impact of sport on our health and well-being
- ### As citizen's we will:
- Understand and discuss the terms, secret, surprise and dare and how these might make someone feel
 - Explain and understand what is needed to create a healthy lifestyle.
 - Understand what makes a good friend and how to be one.
 - Value and respect differences that can and cannot be seen
 - Look at the different communities we belong to

Mathematics

As mathematicians, we will learn to:

Represent and partition numbers to 100.
Use a number line to 100
Represent and partition numbers to 1,000.
Find 1, 10 or 100 more or less
Estimate numbers on a number line
Compare and order numbers to 1,000.
Count in 50s.
Tell the time to 5 minutes
Tell the time to the minute
Read time on a digital clock
Understand the difference between and use am and pm.
add and subtract numbers mentally, including:

- a three-digit number and 1s
- a three-digit number and 10s
- a three-digit number and 100s

add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
recap and apply multiplication and division facts from the 2, 5 and 10 times tables
Understand multiplication as equal groups
Use arrays
Share and group amounts.