

# 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, including relevant features
- A suspense piece of writing about an approaching threat.
- An explanation text.
- A piece of poetry
- A recount
- A biography

### 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 numbers 1 to 10.
- Use greetings, asking and saying how we're feeling.
- Respond to classroom instructions.
- Ask for and give name and age.
- Learn colours.
- Name items of fruit and other food items.
- Name the days of the week and months of the year.

## Mathematics

### As mathematicians, we will learn to:

- Count from 0 in multiples of 50 and 100.
- Find 10 or 100 more or less than a given number.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and words.
- Recognise the place value of each digit in a three-digit number.
- Compare and order numbers up to 1000.
- Solve number problems and practical problems involving these ideas.
- Estimate the answer to a calculation and use inverse calculations to check answers.
- Add and subtract numbers mentally, including; a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.
- Add and subtract number with up to 3 digits, using formal methods of columnar addition and subtraction

## Autumn Term 2022-23

## Class Texts

Miss Forrester



## Science and Technology

### As scientists we will:

- recognise that light is needed in order to see things and that dark is the absence of light.
- Investigate how light is reflected from some 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.
- Compare how things move on different surfaces
- describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.

### As computer scientists, we will:

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- 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
- 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Humanities and Religious Education

### As geographers, we will learn about:

African countries that are near to Egypt.  
Physical geography including the River Nile.  
The importance of the River Nile for farming.

### As historians, we will learn about:

The Importance of the River Nile.  
Farming in Ancient Egypt  
Gods and goddesses and the afterlife  
The process of mummification  
Writing in Ancient Egypt - hieroglyphs  
The discovery of the tomb of Tutankhamun

### As theologians, we will:

Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector.  
Explain what Christians can learn about Jesus from the nativity stories, ie 'God with us 'Emmanuel'.  
Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied (Creation & Christmas)  
Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, 'The Parable of the Good Samaritan', 'The Parable of the Sower', 'The Lord's Prayer').

## Physical Health and Well-being

### As sports people, we will:

- Learn how to use simple tactics in Rugby, Netball & Hockey.
- 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 dance and yoga as a way to develop flexibility and strength.
- Learn how to copy and create yoga positions and dance moves.

### As citizens we will:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.
- Recognise how different surprises and secrets might make them feel.
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Explain what a dare is.
- Understand that no-one has the right to force them to do a dare.
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;

## The Arts and Design

### As artists, we will:

- Develop techniques, including control and use of materials.
- Improve mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials.
- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### As designers, we will:

- I can use my knowledge of existing products to design my own functional product.
- I can create designs using annotated sketches, cross sectional diagrams and simple computer programs.
- I can safely measure, mark out, cut, assemble and join with some accuracy.
- I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.
- I can investigate and analyse existing products and those that I have made, considering a wide range of factors.
- I can strengthen frames with diagonal struts.
- I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement

### As musicians, we will:

Listen, respond, sing and perform – Home is Where the Heart is, Hallelujah Chorus From Messiah George Frideric Handel, Let's work it out together, The Loco-Motion Gerry Goffin and Carole King, with Little Eva, Please be Kind. Play and perform an instrumental part by ear or from standard notation and as part of the song being learnt. Keep a record of the composition to play it again.