Selby Community Primary School
Year 3 Curriculum Map

	Autumn	Spring	Summer
Literacy- Fiction	Adventure at Sandy Cove Elf Road	The Ghanaian Goldilocks Archie's Dream	A wish from Pompeii Into the Arena
Literacy- Non-Fiction	Instructions Persuasion	Discussion Recount	Report Explanation
Poetry	The Magic Box – Kit Wright Food Poems	Noises in the Night – Wes Magee Lost	A Whirlwind of Thoughts The Valley
Reading	Operation Gadgetman	Wild Robot	The Firework Maker's Daughter
	Malala's magic pencil		
Maths	Place Value, Addition & Subtraction, Multiplication & Division	Multiplication & Division, Money, Statistics, Length & Perimeter, Fractions	Fractions, Time, Properties of Shape, Mass & Capacity
Science	Forces & Magnets Rocks	Light	Animals incl. humans (Yr3) Plants
History	Stone age to Iron age (incl. Cheddar man)	Selby Abbey & the dissolution of monasteries	Roman Empire and impact on Britain (incl. Septimius Severus & Ivory Bangle lady)
Geography	Settlements	Yorkshire	Mountains & Volcanoes (Italy)
	Geographical skills and fieldwork		
RE	What do different people believe about God?	Why do people pray?	What does it mean to be a Christian in Britain today?
	Christmas	Easter	
PSHE	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
Languages	U1 – Moi U2 - Les couleurs	U3 - La jungle U4 – Tutti Frutti	U5 – Vive le Sport U6 – La météo
Music	Reading notation & Performance	Composition & Performance	Tuned percussion & Performance
	Singing & Listening		
PE	Gymnastics Netball Fitness/skipping Tri-golf	Football Hockey (coach) Dance Multi skills and games	Cricket (coach) Athletics Tennis (coach) Rounders
Design Technology	Food Product 3D Textile Item Moving Vehicle		
Art	**Focus Artist:** Rosemary Karuga		
	Collage – Tessellation & Overlapping **Painting** – Watercolour, colour wash **Sculpture** – Nets and Paper Mache		
	Drawing – Use different grades of pencils, shading to create shadow whilst drawing a face.		
Computing	Computer systems and networks – Connecting computers Creating media - Animation	Programming – Sequence in music Data and information – Branching databases	Creating media – Desktop publishing Programming – Events and actions
Visits	Town hall (local), York by train (further afield)		
Life skill	Gardening		
Cooking	Salads		
UNICEF articles	6 & 17	18 & 22	38 & 42
STEM	Magnetic workshop & Drax Tour	Balloon cars	

Selby Community Primary School
Year 3 end of Year subject expectations

Subject	Expected Standard					
Science	With help put forward ideas about testing. Begin to make predictions. With help, consider what constitutes a fair test and carry out a fair test.		Recognise the need to collect data to answer questions. Measure using given equipment and select equipment from a limited range. With help, pupils begin to realise that scientific ideas are based on evidence.		Begin to offer explanations for what they see and communicate in a scientific way what they have found out. Record observations, comparisons and measurements using tables and other appropriate methods.	
PE	Children can throw and catch with control. Run at fast, medium and slow and change direction. Use space to support team-mates and cause problems for the opposition. They know and use rules fairly. Children can explain the importance of a nutritious and balanced diet. Adapt sequences to suit different apparatus and can improvise freely and translate ideas from a stimulus into a movement. Explain how strength and suppleness affect performance.					
History	Describe events from the past using dates and order them using a timeline.		Begin to use research skills to learn about specific events from history.		Begin to compare and contrast two different periods in history.	
Geography	Use basic OS symbols and grid references on a map. Use an atlas to find places. Use OS maps, atlases, globes and aerial photographs.		Use Geographical language to describe a place and understand the differences between settlements. Research features of towns, villages or cities. Understand the reasons why people choose to live in a location.		Describe how volcanoes & mountains are created and locate some of the world's most famous volcanoes. Describe some human and physical features of Yorkshire	
RE	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts Begin to identify the impact religions and beliefs have on believers' lifestyles.			Identify what influences them, their attitudes and behaviour. Ask important questions about religious beliefs and ways of living.		
Art	Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	**Sculpture-** shapes made from nets and paper mache, create expression, feelings and movement. Adding other materials to create interest. **Collage-** use coiling, overlapping, tessellation, mosaic and/or montage using mixed materials. **Painting-** Colour wash background using watercolour and then add detail. Experiment with mood and colour. Apply colour using dotting, scratching, splashing. **Drawing-** Use different grades of pencils, shading to create shadow, cross hatching to create texture whilst using close observation of an object. Draw both positive and negative shapes. Accurate drawings of people – particularly faces.		Take the time to reflect upon what they like and dislike about their work in order to improve it	Understand that art, is made by artists craftspeople and designers exhibiting care and skill and is valued for its qualities. how to explain what they are doing or how they created their final art piece	
DT	Use research criteria to develop products that are fit for purpose. Use annotated sketches to communicate ideas	Use a range of tools and techniques to produce a product that is fit for purpose. Work includes simple mechanisms and textiles.		Evaluate their own product against design criteria. Evaluate existing products.	Know that food is grown and reared. Be aware of a balanced diet (The Eat Well Plate). Prepare a range of savoury food products safely and hygienically.	
Computing	Design a sequence of instructions that help write a program that accomplishes specific goals and work with inputs and outputs. Search, collect and present information in a variety of ways. Design, create and manipulate content.					
Music	Perform with some musical fluency in solo and ensemble contexts. Perform and compose using standard notation with understanding. Improvise new melodies using pentatonic scale whilst exploring Jazz. Experiment with transferring learnt and natural musical skills on to keyboards. Expand understanding and knowledge of the history of music. Sing with increasing confidence.					
PSHE	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings
MFL	Name and describe people, places and objects using simple vocabulary. Take part in a short conversation saying 1 – 2 things. Respond using a short phrase. Read and understand the gist of a short passage using familiar vocabulary. Writing phrases from memory with a plausible spelling attempts.					

Selby Community Primary School Year 3 end of Year subject expectations for mastery	
Subject	Mastery Expectations
Science	Revise and justify their ideas based on investigations and raise scientific questions. Know how scientific discoveries have an impact on our lives today. Learning is transferred and applied into different contexts.
PE	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. They understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They are beginning to take the lead in group activities. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.
History	Justify opinions. Ask and answer questions about history. Know how history has an impact on our lives today locally and nationally. Learning is transferred and applied into different contexts.
Geography	Ask geographical questions, and suggest a how we could research and answer these. Explain and justify opinions to others. Begin to understand and use a wide range of geographical vocabulary. Explain how and why places change through human and physical actions. Learning is transferred and applied into different contexts e.g. purposeful research, extended writing and accurate presentation of information.
RE	Use religious vocab to describe and show understanding of practices, beliefs and sources with growing confidence. Begin to think who inspires them and why.
Art	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
DT	The pupil uses ideas and opinions to produce a detailed annotated design. They can work safely and accurately with tools and techniques to produce a product that is fit for purpose. When working with food they work safely, hygienically and with some care. They can evaluate their product against their original design.
Computing	Able to clearly communicate how inputs and outputs work. Understands when it is best to use technology and where it adds little or no value.
Music	Demonstrate an enhanced approach to performing, composing and musical knowledge by pushing outside of the boundaries set for 'expected' levels of musical understanding
PSHE	To communicate the expectations both orally and in writing.
MFL	Speaks in sentences using a wider range of vocabulary and language structures. Language learning is transferred and applied into different contexts. Recites songs and poems confidently and applies the vocabulary.

Year 3 Subject Vocabulary

PE	attack/defend	field	dribble	sprint
	strike	invade	athlete	sequence
	agility	dodge	to set pace	relay
Science	root	skeleton	metamorphic	attract
	stem	muscles	igneous	repel
	pollination	sedimentary	shadow	magnetic
History	hunter-gathers	fort	tribal kingdoms	Stonehenge
	Nomad civilisation	enquiry	period	dissolution
	civilisations	invasion	Hadrian's Wall	Romanisation
	pre-historic			
Geography	Cities of UK – York, Southampton, Birmingham, Liverpool, Manchester, Leeds, Glasgow, Aberdeen, Londonderry, Swansea			
	earthquake	Great Britain	Northern Hemisphere	Arctic Circle
	Richter scale	British Isles	Southern Hemisphere	Antarctic Circle
	mantle	latitude	Tropic of Cancer	economy
	epicentre	longitude	Tropic of Capricorn	land use
RE	omniscient	omnibenelovent	omnipotent	Rosh Hashanah
	Halaka	Challah	Christ	Disciple
	Holy Trinity	Crucifixion	resurrection	incarnation
Art	proportion	applied print	texture	initial sketch
	cross stitch	mosaic	mood	silhouette
	colour wash	designers	accurate drawing	ink
	mediums	adhesive	cross hatching	
DT	re-use	mechanical	evaluate	kneading
	movement	component	sweet / savoury	baking
	designer	linkage	peeling	3D
Computing	directional instructions	input	output	software
	computer networks	technology	slides	animation
	transition	format	collect	
Music	Jazz	Beethoven	'C to the left of the two black keys'	melody
	improvisation	Classical Music	quaver	Syncopation
PSHE	See Jigsaw scheme of work for vocabulary.			
MFL	hello goodbye thank you	How are you? I am fine My name is	green yellow take	and then it is	spider sun rain	little animals I am	apple pear grapes face	I like I love I don't like	today after before	my diary I play I do	if west snow cloudy	It's fine north south east
Maths	model			mass			bar graphs			equivalent fractions		
	equation			capacity			interpret			simplest fractions		
	divisible			analogue			angle			perpendicular		
	kilometres			digital			acute			parallel		
	obtuse			right angle			perimeter					