

## Selby Community Primary School Year 3 Curriculum Map

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

## Selby Community Primary School

### Year 3 end of Year subject expectations

Subject	Expected Standard							
<b>Science</b>	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.			
<b>PE</b>	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.							
<b>History</b>	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.			
<b>Geography</b>	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			
<b>RE</b>	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.				
<b>Art</b>	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.		<b>Sculpture-</b> shapes made from nets and paper mache, create expression, feelings and movement. Adding other materials to create interest. <b>Collage-</b> use coiling, overlapping, tessellation, mosaic and/or montage using mixed materials. <b>Painting-</b> Colour wash background using watercolour and then add detail. Experiment with mood and colour. Apply colour using dotting, scratching, splashing. <b>Drawing-</b> 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	
<b>DT</b>	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.	
<b>Computing</b>	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.							
<b>Music</b>	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.							
<b>PSHE</b>	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		
<b>MFL</b>	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**

<b>Subject</b>	<b>Mastery Expectations</b>
<b>Science</b>	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.
<b>PE</b>	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.
<b>History</b>	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.
<b>Geography</b>	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.
<b>RE</b>	Use religious vocab to describe and show understanding of practices, beliefs and sources with growing confidence. Begin to think who inspires them and why.
<b>Art</b>	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.
<b>DT</b>	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.
<b>Computing</b>	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.
<b>Music</b>	Demonstrate an enhanced approach to performing, composing and musical knowledge by pushing outside of the boundaries set for 'expected' levels of musical understanding
<b>PSHE</b>	To communicate the expectations both orally and in writing.
<b>MFL</b>	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

<b>Art</b>	sketch		creative	print		imagination					
	observe		evaluate	texture		line					
	shape		form	space		artist					
	shade		sculpture	design		model					
<b>Computing</b>	directional instructions		input	output		software					
	computer networks		technology	slides		animation					
	transition		format	collect							
<b>DT</b>	carbohydrates		back stitch	annotate		sawing					
	proteins		component	sweet / savoury		fats					
	designer		texture	body		consumer					
	seam		improvements	fibre		dairy					
<b>Geography</b>	settlement		digital mapping	crater		tectonic plate					
	urban		volcano	ash		secondary cone					
	rural		mountain	main vent							
	village		lava	magma chamber							
<b>History</b>	hunter-gathers		fort	tribal kingdoms		Stonehenge					
	Nomad civilisation		enquiry	period		dissolution					
	civilisations		invasion	Hadrian's Wall		Romanisation					
	pre-historic		research								
<b>Languages</b>	Bonjour	Ça va bien	rouge	Quelle est ton couleur préférée?	Le lion	Le serpent	La pomme	J'adore	lundi	La neige	L'est
	Au revoir	Ça va mal	bleu	J'aime	Le perroquet	Le singe	La poire	Je n'aime pas	mardi	Les nuages	L'ouest
	Comment ça va?	Comment t'appelles tu ?	vert		Le tigre	petit (e)	L' ananas	Aimes-tu ?	mercredi	Il fait beau	Quel temps fait-il?
		Je m'appelle	jaune		L' éléphant	grand (e)	La banane	<i>Je fais</i>	jeudi	Le nord	
			noir			Les raisins			vendredi	Le sud	
			blanc						Je <i>joue</i>		
<b>Music</b>	Jazz		Beethoven		'C to the left of the two black keys'		melody				
	improvisation		Classical Music		quaver		Syncopation				
<b>PE</b>	attack/defend		field		dribble		sprint				
	strike		invade		athlete		sequence				
	agility		dodge		to set pace		relay				
<b>PSHE</b>	See Jigsaw scheme of work for vocabulary.										
<b>RE</b>	Brahman		Shahadah		First Surah (Islam)		faith				
	Mandir		Holy trinity		Lord's Prayer (Christianity)		trust				
	murti		Roman Catholic		palm cross		Anglican Church				
	crucifix		hymns		symbol		worship				
<b>Science</b>	root		skeleton		metamorphic		attract				
	stem		muscles		igneous		repel				
	pollination		sedimentary		shadow		magnetic				