

Selby Community Primary School Year 3 Curriculum Map

	Autumn	Spring	Summer
Topic Title	Solid as a rock	Long ago	Italia!
Literacy-Fiction	Adventure at Sandy Cove Elf Road	Archie's Watch 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	Charlotte's Web The Firework Maker's Daughter	The Lion, Witch and the Wardrobe	The Flower Escape from Pompeii
Maths	Chapters 1-5	Chapters 6-11	Chapters 12-15
Science	Forces & Magnets Rocks	Light	Animals inc Humans (Yr3) Plants
History	Changes in Britain from the Stone age to Iron age	Local history- How has Selby changed as a settlement	Roman Empire and impact on Britain
Geography	Settlements	Yorkshire	Mountains & Volcanoes (Italy)
	Geographical skills and fieldwork		
RE	What do different people believe about God? Christmas	Why do people pray? Easter	What does it mean to be a Christian in Britain today?
PSHE	Relationships	Health & well being Keeping myself safe	Me & my future
MFL	U1 – Moi U2 - Les couleurs	U3 - La jungle U4 – Tutti Frutti	U5 – Vive le Sport U6 – La météo
Music	Jazz & Improvisation + Keyboard	Standard Notation	Ensemble Projects – 'Ode to Joy' & 'Ho Hey'
PE	Gymnastics Netball	Dance Handball	Tennis Swimming
	Fitness		
Design Technology	Food Product 3D Textile Item Moving Vehicle		
Art	Focus Artist: Pablo Picasso – Sculptor, Painter Ceramicist (25 October 1881 – 8 April 1973, Spanish) 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	Powerpoint		
	Algorithms and programming- To use inputs and outputs and write programs that accomplish goals. Information Technology- search for information, design and create content & manipulate images. Digital Literacy- Understand what networks do and discern when and when not to use technology.		
Visits	Town hall (local), York by train (further afield)		
Life skill	Gardening		
Cooking	Salads		
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 Geographical language to describe a place. Use basic OS symbols and grid references on a map. Use an atlas to find places. Describe how volcanoes & earthquakes are created and locate some of the world's most famous volcanoes. Name some countries in the northern hemisphere & name and locate capital cities of neighbouring European countries. Use OS maps, atlases, globes and aerial photographs.			
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.	<p>Sculpture- shapes made from nets and paper mache, create expression, feelings and movement. Adding other materials to create interest.</p> <p>Collage- use coiling, overlapping, tessellation, mosaic and/or montage using mixed materials.</p> <p>Painting- Colour wash background using watercolour and then add detail. Experiment with mood and colour. Apply colour using dotting, scratching, splashing.</p> <p>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.</p>	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	Know that they can make choices about their lifestyle to improve their health and well-being and know how to ask for help in order to keep themselves safe. Able to look after and handle money in everyday situations and know there are different ways to gain money, including earning it through work. Understand that the learning choices they make will affect their future options. Identify positive achievements and set themselves some short and long term goals.			
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. To understand that they can take responsibility for improving their health and well-being and state ways in which they can do this. To name a range of ways of acquiring money.
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	deciduous			herbivore			skeleton			metamorphic		
	evergreen			omnivore			muscles			igneous		
	carnivore			pollination			sedimentary			magnetic		
History	Neolithic hunter-gathers			fort			tribal kingdoms			Stonehenge		
	locality			enquiry			period			census		
	Empire			invasion			Hadrian's Wall			Romanisation		
Geography	Know the names of Yorkshire cities											
	aerial photograph			grid reference			European			rural		
	volcano (and related vocabulary)			symbol			latitude & longitude			urban		
	Conurbation			settlement			Northern/Southern Hemisphere			tourism - leisure		
RE	omniscient			omnibenevolent			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	well-being			peer pressure			value for money			short term goals		
	personal safety			earn			future options			long term goals		
MFL	hello	How are you?	green	and	spider	little	apple	I like	today	my diary	if	It's fine
	goodbye	I am fine	yellow	then	sun	animals	pear	I love	after	I play	west	north
	thank you	My name is	take	it is	rain	I am	grapes	I don't like	before	I do	snow	south
							face				cloudy	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					

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