

Year 3 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aspiration

Unity

Resilience

Respect

English, Communication and Languages

As writers, we will: Write the story from the point of view of the boy.

Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

In narratives, create settings, characters and plot

Use headings and sub-headings to aid presentation

Group related ideas into paragraphs

Propose changes to grammar and vocabulary to improve consistency

Proof-read for spelling and punctuation errors

Form nouns with a range of prefixes

Use present and past tenses correctly and consistently including progressive and present perfect forms

Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)

As readers, we will:

Retrieve, record and present information from non-fiction and fiction texts.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify themes and conventions in a wide range of books

Discuss words and phrases that capture the reader's interest and imagination

As French linguists, we will:

We will learn to say, read and write some information about:

Classroom instructions

Fruit and food

Days of the week

Parts of the body

How do we say... in French?

Revision of months

Revision of colours

Express opinions and identify social conventions at home and in other cultures.

Science and Technology

As scientists we will learn about:

Light:

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 changes.

Plants:

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

As computer scientists, we will:

Creating sequences in a block-based programming language to make music.

Building and using branching databases to group objects using yes/no questions.

Mathematics

As mathematicians, we will learn to:

understand and use Multiples of 10

find related calculations

answer reasoning about multiplication

Multiply a 2-digit number by a 1-digit number - no exchange

Multiply a 2-digit number by a 1-digit number - with exchange

link multiplication and division

divide a 2-digit number by a 1-digit number - no exchange

divide a 2-digit number by a 1-digit number - flexible partitioning

divide a 2-digit number by a 1-digit number - with remainders

measure in metres, centimetres and millimetres

find equivalent lengths (metres, centimetres and millimetres)

compare lengths

add lengths

subtract lengths

know what is perimeter?

measure perimeter

calculate perimeter

Spring Term 2025-26

Class Text:



Miss Smith, Miss Such, Mrs Bundy, Mr Reid

Humanities

As Historians we will:

That Ancient Egyptian empire existed between 3100 BCE and 332 BCE.

The River Nile was important to the Ancient Egyptians because it provided water for crops, fertile soil and food.

Different types of evidence today help us understand what life was like in Ancient Egyptian society: pyramids, hieroglyphics, artefacts.

Ancient Egyptians existed in a hierarchical society.

The afterlife and religion were important to Ancient Egyptian society and gods and goddesses played an important role.

As Geographers, we will:

To know that climate zones are areas of the world with similar climates and be able to name some climate zones, especially polar and temperate.

To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region: the countries with the hottest climates.

To begin to understand lines of longitude.

To know the boundaries of the polar regions are marked by invisible lines: the Arctic and Antarctic Circle.

To be able to name physical features of Antarctica: ice sheet (glacier), ice shelf, drifting ice, iceberg, mountain and volcano.

To know that nobody lives in Antarctica permanently.

To know that Ernest Shackleton was the first person to reach the South Pole and he made three different attempts

As theologians, we will:

Reflecting on what revelation means to some people and explore the significance of some scriptures.

Physical Health and Well-being

As citizen's, we will learn to:

To understand how our own behaviour can make someone from another place feel like an outsider

Understand and respect responsibilities and boundaries

Not judge people by their appearance (age, skin colour, gender)

Understand Different types of committed relationships

Aim High

As sports people, we will:

Develop tactical awareness of the games.

Work effectively as part of a team.

Take on a variety of roles.

Identify our own strengths and weaknesses.

The Arts and Design

As artists, we will:

Join 2D shapes to make 3D structures

Join materials in different ways when working in 3D

Develop ideas for 3D artwork

Evaluate and improve an artwork

As designers, we will:

Constructing a range of 3D geometric shapes using nets.

Creating special features for individual designs.

Making facades from a range of recycled materials.

Designing a castle with key features to appeal to a specific person/purpose.

Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.

Designing and/or decorating a castle tower on CAD software.

As musicians, we will:

Compose Using Your Imagination.

Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B

Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play

Recognise the notes EGBDF and FACE on the musical stave