

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:

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
In narratives, create settings, characters and plot
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 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:

Focus on a cultural project

Physical Health and Well-being

As citizen's, we will learn to:

Explore Britain is a great place to live. Everyone is different but we are all welcome.
Cope with feelings when things change
First aid
Think positive
About digital wellbeing
Be resilient
Work as a team

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.

Mathematics

As mathematicians, we will learn to:

Measure mass in grams
Measure mass in kilograms and grams
Equivalent masses (kilograms and grams)
Compare mass
Add and subtract mass
Measure capacity and volume in millilitres
Measure capacity and volume in litres and millilitres
Add fractions Subtract fractions
Partition the whole
Unit fractions of a set of objects
Non-unit fractions of a set of objects
Reasoning with fractions of an amount
Pounds and pence
Convert pounds and pence
Add money
Subtract money
Find change
Roman numerals to 12
Tell the time to 5 minutes Tell the time to the minute
Read time on a digital clock Use am and pm Years, months and days
Days and hours

Humanities

As Historians we will:

Investigate the questions:
Why did the Romans leave Italy to invade Britain?
Did Claudius invade for the same reasons as Caesar?
Why did Boudica stand up to the Romans and what image do we have of her today?
How were the Romans able to keep control over such a vast empire?
How did Celtic life change after the Romans settled and how do we know?
How can we solve the mystery of why this great empire came to an end?
How much have the Romans ever done for us?

As Geographers, we will:

Identify that different foods grow in different biomes and say why.
Explain which food has the most significant negative impact on the environment.
Consider a change people can make to reduce the negative impact of food production.
Describe the intentions around trading responsibly
Explain that food imports can be both helpful and harmful.
Describe the journey of a cocoa bean.
Locate countries on a blank world map using an atlas.
Use a scale bar correctly to measure approximate distances.
Collect data through an interview process.
Analyse interview responses to answer an enquiry question.
Discuss any trends in data collected.

As theologians, we will:

Look at the many ways water is used in rituals and ceremonies and experience its symbolic use.

Summer Term 2025-26

Miss Smith, Mrs Dickson, Mrs Bundy, Mr Reid

Science and Technology

As scientists we will learn about:

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.

Forces and magnets:

To notice that some forces need contact between two objects
To compare how things move on different surfaces
To notice that magnetic forces can act at a distance and attract some materials and not others
To compare and group materials according to whether they are magnetic or not
To observe how magnets attract or repel each other and attract some materials and not others
To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing

As computer scientists, we will:

Desktop publishing:
Create documents by modifying text, images, and page layouts for a specified purpose

The Arts and Design

As artists, we will:

To investigate the style, pattern and characteristics of Ancient Egyptian art.
To apply design skills inspired by the style of an ancient civilisation.
To apply understanding of ancient techniques to construct a new material.
To apply drawing and painting skills in the style of an ancient civilisation.
To apply an understanding of Egyptian art to develop a contemporary response.

As designers, we will:

Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where.
Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment.
Identify which foods grow in which season and find recipes that contain seasonal foods.
Know that importing food impacts the environment.
Identify the equipment used to prepare food and explain why food needs to be prepared safely.
Describe the taste of various fruits and vegetables and identify flavours.
Design a seasonal dish and describe the ingredients' nutritional benefits.
Evaluate the dishes and give and receive feedback to identify strengths.
As musicians, we will: .
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 staff