

Pine & Gorse Autumn Term Curriculum Map for Year 3 2018-2019

English

Writing

- Can I produce work which is organised, imaginative and clear? (e.g. simple openings and endings)
- Can I develop and extend ideas logically in sequenced sentences? (may still be overly detailed or brief)
- Can I use pronouns appropriately to avoid the awkward repetition of nouns?
- Can I use adjectives and adverbs for description?
- Can I use most punctuation accurately, including at least 3 of the following; full stop and capital letter, question mark, exclamation mark, comma, and apostrophe?
- Can I structure and organise work clearly? (e.g. beginning, middle, end; letter structure; dialogue structure)
- Am I beginning to use paragraphs?
- Can I write neatly, legibly and accurately, mainly in a joined style?
- Can I use a range of chosen forms appropriately and consistently?
- Can I spell phonetically regular, or familiar common polysyllabic words accurately and the Year2 words in the N.C. Appendix 1?

Reading

- Can I read independently using a range of strategies appropriately, including decoding, to establish meaning?
- Can I read all Y2 high frequency words?
- Can I make plausible predictions based on knowledge from/of the text?

History- (Ancient Egypt)

- Can I use historical resources to find out about events in the past and select and organise historical information, including dates and events?
- Do I know when & where the Ancient Egyptians lived?
- Can I use pictures to find out about the natural resources of the Nile?
- Can I identify and give reasons for different ways in which the past is represented and interpreted?
- Do I know about the daily lives of the Ancient Egyptians and about some of their beliefs?
- Can I find out about tombs and pyramids and suggest reasons why they were important?
- Can I use sources of information in ways that go beyond simple observations?
- Can I find out about the lives of people from the past such as Tutankhamun and Ramesses II

Science - (Enquiry)

- Can I ask questions that can be investigated?
- Can I carry out a fair test, with help if necessary?
- Can I interpret data collected from investigations?

Art- (Sculpture)

- Can I ask question and make thoughtful observations about why and how sculptors and others work?
- Can I record from first-hand observation and collect visual and other information to help develop my ideas, including using a sketchbook?
- Can I investigate and combine visual and tactile qualities of materials and processes to make a sculpture?

Music

- Can I select descriptive sounds to accompany a poem?
- Can I create a musical retelling of a poem?
- Can I sing in two-part harmony?
- Can I accompany a song with a melodic ostinato?
- Can I explore timbre to create a descriptive piece of music?
- Can I learn about ternary form?
- Can I sing a song with expression?
- Can I develop the lyrics of a song?
- Can I choose timbre to make an accompaniment?
- Can I combine chants and sound pictures in a class performance in rondo structure?
- Can I understand how music can be organised in sequences?
- Can I use voices and actions to perform simple rhythms within a steady beat?
- Can I understand how music can be organised in layers?
- Can I combine rhythms in layers?
- Can I create music using my own ideas?
- Can I make choices about musical structure?
- Can I learn how sounds are produced and instruments are classified?
- Can I learn about aerophones, idiophones and chordophones?
- Can I understand musical conversation structure?
- Can I develop an understanding of call and response?
- Can I create a call and response?
- Can I enhance and extend the performance of a poem using vocal patterns?
- Can I create a piece of 'playground music' out of layered vocal patterns as a part of a performance piece?
- Can I explore contrasting moods and effects as part of a performance?
- Can I combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece?

P.E. (dance, athletics, gym, games)

- Can I show an imaginative response to stimuli, using my own choices of movement?
- Can I create and link dance phrases using simple dance structure incorporating different qualities

Can I say whether what happened was what I expected, and notice any unexpected outcomes?

(Life process-The human Body)

Do I know some of the life processes that are common to all animals?

Do I know why animals feed?

Do I understand the need for food to be active and to help growth?

Can I give reasons why a balanced diet is important?

Do I know that animals have different diets?

Can I describe the functions of different types of teeth?

Do I understand the function of skeletons in animals?

R.E - (Ourselves)

Have I considered physical and non-physical aspects of human identity eg soul, spirit?

Have I explored a range of factors that might influence or affect a person's identity or personality (including religious identity)?

Have I considered beliefs about the value of human beings?

Can I participate in and value times of stillness and reflection?

Have I considered how stories, hymns, prayers etc help people understand more about themselves and their relationships?

Computing

Can I use ICT to create information texts for others that combines text and graphics?

Do I know how to keep myself safe online?

Can I create a presentation to inform an audience about another subject?

Can I use simple programming skills?

and dynamics?

Can I perform with a partner or a group?

Can I develop an awareness of speed and pace when running, in relation to distance?

Can I develop the ability to throw for both distance and accuracy, using a range of techniques?

Can I move into and from a range of body shapes with control and accuracy?

Can I compose a short sequence demonstrating changes in levels, direction and speed?

Can I control and travel with a ball, steering, changing direction and speed?

Can I roll, track, receive a ball when working with a partner and in small sided games?

Can I reflect on my own performance and describe the movements of others using appropriate language?

DT (Designing a healthy sandwich)

Can I evaluate a range of snacks to explore nutritional values?

Can I plan, make and evaluate a healthy sandwich?

Can I use a range of tools safely and am I aware of health and safety issues in a kitchen?

PHSE/Citizenship/ SEAL- (New Beginnings)

Can I talk about how to get on with my friends and what makes me a good friend?

Can I face new beginnings?

Do I understand the points of view of others, my own strengths and needs and have I explored ways of motivating myself?