

Blwyddyn 3- Long Term Curriculum Map

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative.
Reflecting, both as artist and audience.

Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: design, form

Music: dynamics, texture

Dance: performance including physical elements (flexibility and strength)

Drama: comedy, mime

Film and digital media: editing, lighting, interactive media, social media

Languages, Literacy and Communication: *Oracy*

I can...
- Contribute to group discussion, sharing ideas and information - Use talk purposefully to complete a task with my group
I can...
- Listen carefully, with attention - Make connections between what I am learning and what I know - Check my understanding by asking questions or making comments
I can...
- Explain information and my ideas using relevant vocabulary - Organise what I say so that the listener can understand me - Speak clearly and vary my expression to help listeners - Use more formal language when appropriate - Stay in role and support others in role play

Reading

I can...
- Use a range of strategies to make meaning of words and sentences including knowledge of phonics, word roots, families, syntax, text organisation and prior knowledge of context - Read short information texts independently with concentration - Read aloud using expression - Skim to gain an overview of a text - Look for specific information using contents, indexes, glossaries and dictionaries - Identify different purposes of texts - Identify how texts are organised - Use visual clues to enhance understanding - Locate information on web pages
I can...
- Accurately identify the topic and main ideas of a text - Deduce ideas and information by linking explicit statements - Take an interest in information beyond my personal experience
I can...
- Pause appropriately in response to punctuation. - Read on sight the appropriate h/f words. - Recognise a wide range of connectives and discuss their function. - Recognise collective nouns in sentences and discuss their use. - Recognise verbs in sentences. - Discuss the function of verbs - Recognise adjectives in sentences. - Discuss the function of adjectives in sentences. - Recognise prepositions in sentences and discuss their use. - Use the term 'prefix'. - Recognise root words and prefixes. - Locate words containing apostrophes, and discuss its use for contracting words. - Recognise words containing silent letters. - Recognise and generate compound words. - Locate new words and make collections of new words linked to personal interest or particular topics.
I can ...
- Use information from texts in my discussion or writing - Make links between what I read and what they already know and believe about the topic

Writing

I can...
- Write for different purposes and readers choosing words for variety and interest - Include relevant details, information or observations in my writing - Note down ideas to use in my writing - Use on-screen functions to present my work in ways to interest the reader and enhance meaning - Review and improve sections of my work
I can...
- Use a basic structure for writing - Write using an introduction to the topic and a conclusion - Present processes, event or reports in a clear sequence - Use visual information if relevant, e.g. labelled diagrams
I can...
- Start sentences in a variety of ways - Use adjectives and adverbs to expand simple sentences and phrases - Use connectives for causation and consequence - Use full stops, question marks, exclamation marks and commas for lists - Spell plural forms correctly in context - Use past tense of verbs consistently - Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words - Spell all high-frequency words correctly - Produce legible handwriting and present work appropriately joining letters in some words
I can...
- Use language appropriate to writing, including standard forms of English - Use vocabulary related to the topic or subject context.

Translanguaging

I can name languages from outside my personal experience, e.g. languages of countries I have learnt about during Topic work.
When receiving, two or more complex sentences, in both my L1 and L2, I can pay attention.
I am beginning to identify key words and phrases to help me remember important information received in both my L1 and L2.

International Languages

- I can recognise high frequency words and phrases and understand the general meaning in what I hear, read and see. - I can listen and read empathetically, recognising the differing opinions of others. - I can listen and read to build a bank of words and sentences and use these to improve my own communication. - I can listen and read to gain an understanding of how grammar and punctuation affect meaning.
- I can communicate using familiar phrases and sentences - I can start to reflect on my language use in order to improve the quality of my communication - I can start to interact with others, sharing information, feelings and opinions. - I can construct my own sentences using the vocabulary and patterns I have learnt.
- I can join in with familiar songs, rhymes, stories and poems. - I can respond creatively in my language of choice to literature in the international language - I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language. - I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language. - I can show empathy when responding to literature and understand that others may have different views from my own.

Welsh: *Oracy*

I can understand the following questions and respond orally with the appropriate answers:
Present tense
Beth ydy dy enw di?
Beth wyt ti eisiau?
Dw i eisiau....
Beth sy yn dy focs bwyd?
Gyda....
Gyda phwy?
Beth sy'n well da ti?
Mae'n well da fi....
...achos...(Giving simple reasons)
Past tense
Beth fytaist ti?
Beth yfaist ti?
Beth wisgaist ti?
Ble est ti?
Es i i....
Es i ffr....
Beth welast ti?
Gwelais i....
Beth gest ti?
Ces i....
Beth brynaist ti?
Phrynais i....
Sut oedd y tywydd ddoe?
Roddod hi'n....
Chearaeais i....
Gwelais i....
Gwigais i....
Third person
Pwy ydy e/hi?
Beth ydy dy hoff....?
Fy hoff.... ydy....
Oes.... gyda fe/hi?
Oes.... gyda Jack?
Ble wyt ti eisiau mynd?
Dw i eisiau mynd i....
Beth sy'n well da he/hi?
Mae'n well da fe/hi.... Pwy sy'n hoffi....?

Welsh: *Reading*

I can...
- use grapheme-phoneme correspondences when reading. - find and use information from different materials that I read. - read aloud with expression, paying attention to punctuation.

Welsh: *Writing*

I can
- spell high-frequency words correctly. - talk in my language of choice to plan writing for different purposes and audiences - review my work and am beginning to use a range of familiar strategies and tools to improve my writing.

Humanities

Religion, Values and Ethics:

Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life
Geography, History, Social Studies, Careers:
Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/History/ Social Studies:

equality and inequality, power, leadership, conquest, empire, social, natural hazards, disasters

Religion, values and ethics

Purpose, meaning, freedom, prejudice, tradition

Outdoor learning:

Flora: deciduous, evergreen, shrub, sapling, germination, compound leaf, simple leaf, vein

Fauna: arachnids, crustacean, arthropod, birds of prey

Places: caves, cliffs, forest

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:

Information, facts, opinions, method, research, adapt, scientific investigation

Design thinking:

(with textiles, food, mechanisms, structures or electrical systems):

Accuracy, techniques, product, investigate

Biology:

Eco-systems, cells, organs

Chemistry:

(ir)reversible changes, melt, filter, sieve, burn, rust, freeze, thaw, solidify, heat, cool, temperature

Physics:

Distance, time, speed, motion, accelerate, decelerate, rate, magnetism, north/south magnetic pole, attract, repel, magnetic field

Notification, sound effect, run, avatar, algorithm, block, joining

Maths & Numeracy

Developing Numerical Reasoning

- I can transfer mathematical skills to a variety of contexts and everyday situations - I can identify the appropriate steps and information needed to complete the task or reach a solution - I can select appropriate mathematics and techniques to use - I can select and use suitable instruments and units of measurement - I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator - I can estimate and visualise size when measuring and use the correct units
- I can explain results and procedures clearly using mathematical language - I can refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready - I can use appropriate notation, symbols and units of measurement - I can select and construct appropriate charts, diagrams and graphs with suitable scales - I can select from an increasing range of checking strategies to decide if answers are reasonable - I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible - I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain

Using Number Skills

I can...
- Read, write and interpret numbers to 1000 - compare and estimate with numbers up to 100 - use mental strategies to recall number facts within 20 - recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems - multiply numbers by 10. - Understand that the value of a number can be determined by the position of the digits - I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any whole number and simple unit fractions.
- Use halves and quarters - I am beginning to understand that unit fractions represent equal parts of a whole and are a way of describing quantities and relationships. - halve 2-digit numbers in the context of number, money and measures - find fractional quantities linked to known multiplication facts e.g. 1/3 of 18, 1/5 of 15 - I have explored equivalent fractions and can understand equivalent fraction relationships
I can...
- find differences within 100 - use mental strategies to add and subtract 2-digit numbers - use partitioning to double and halve 2-digit numbers
PATTERN/ ALGEBRA
- recognise and create patterns of numbers and shape. - understand and use the inequality signs when comparing quantities to indicate 'more than' and 'less than'. - find missing numbers when number bonds and multiplication facts are not complete. - I have explored commutativity with addition and multiplication and can recognise when two different numerical expressions describe the same situation but are written in different ways.
I can...
- check subtraction using addition - check halving using doubling - check multiplication using repeated addition.
I can...
- use different combinations of money to pay for items up to £2 and calculate the change - order and compare items up to £10 - record money spent and saved

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:

response, energy transfer, motivation, collaborate, responsibility, leadership qualities, stamina, mobility, self-awareness

Thought/Emotion:

low-mood, jealous, proud, threatened, overwhelmed, trusting

Being Inclusive:

diversity, protection

Cynfain: team, faith group, religious group, learning difficulty

Relationships:

compassionate, enthusiastic, hopeful, inclusive, creative, sensible, community

Using Measuring Skills

I can...
- estimate and measure using standard units and appropriate measuring equipment. - length, height and distance: metres, half metres or centimetres - weight/mass: kilograms or 10 gram weights
I can...
- Read hours and minutes on a 12-hour digital clock - Read 'half past', 'quarter past' and 'quarter to' on an analogue clock.
I can...
compare daily temperatures using a thermometer (°C)
I can...
- Recognise that a quarter turn is a right angle. - Recognise half and quarter turns, clockwise and anti-clockwise in relation to rotation - I have explored reflective symmetry in a range of contexts - I can identify lines of symmetry in 2D shape - Recognise and name regular and irregular 2D and 3D shapes and understand and use the properties of shape.

Using Data Skills

I can...
- sort and classify objects using more than one criterion, including the use of Venn Diagrams and Carroll diagrams - Gather and record data: - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit - Extract and interpret information from lists, tables, diagrams - and graphs

Digital Competence: *Citizenship*

I can
- Understand rules for sharing data - Create and keep strong, reliable passwords
I can...
- Identify age restrictions - Understand the impact of inappropriate content
I can...
- Explain that giving credit is respectful - Explain when it is ok to use the work of others
I can...
- Explain how online and offline communicating is similar/ different - Write clear and appropriate messages - Identify types of bullying

Interacting & Collaborating

I can...
- Exchange simple online communications in one or more languages - Explain the advantages of communicating electronically
I can...
Use an online collaborative platform to create or edit a file
I can...
- Save files to a specific location using an appropriate file name - Understand the importance of saving work periodically to avoid losing work Use an icon to open a saved file.

Producing

I can...
- Use identified success criteria as a plan for completion of a digital task - Develop strategies for finding information using different keywords and techniques
I can...
- Create and edit multimedia components - Organise a range of text, image, sound, animation and video for selected purposes.
I can...
Give an opinion about my own work and suggest improvements

Data & Computational Thinking

I can...
- Represent a solution symbolically - Detect and correct mistakes in sequences of instructions - Identify repetitions or loops in a sequence
I can...
Collect data, enter and begin to analyse in given formats