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|  | **Year 3** |
|  | **Autumn** | **Spring** | **Summer** |
| **Science** | **Rocks Statutory requirements** ***National curriculum objectives******Pupils should be taught to:*** -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, giving reasons-describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter.-know about and explain the difference between sedimentary, metamorphic and igneous rock**Animals, including humans** ***National curriculum objectives******Pupils should be taught to:*** -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement.-know about the importance of a nutritious, balanced diet-know how nutrients, water and oxygen are transported within animals and humans | **Forces and magnets** ***National curriculum objectives******Pupils should be taught to:*** -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others, giving reasons-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.- know how a simple pulley works and use one to lift an object | **Light** ***National curriculum objectives******Pupils should be taught to:*** -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from 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 change.**Plants** ***National curriculum objectives******Pupils should be taught to:*** -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) and how they vary from plant to plant 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. |
| **Computing** | ***National curriculum objectives******Pupils should be taught to:*** **Online Safety**-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**- Use technology respectfully and responsibly****- Know different ways they can get help, if concerned****Coding**-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs**- Write programs that accomplish specific goals****- Discern when it is best to use technology and where it adds little or no value****- Design a sequence of instructions, including directional instructions** | ***National curriculum objectives******Pupils should be taught to:*** **Online Safety**-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**- Use technology respectfully and responsibly****- Know different ways they can get help, if concerned****Search Engines**-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* **Use a range of software for similar purposes**
* **Collect and present information**
 | ***National curriculum objectives******Pupils should be taught to:*** **Online Safety**-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**- Use technology respectfully and responsibly****- Know different ways they can get help, if concerned****Using Programs**-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* **Understand what computer networks do and how they provide multiple services**
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| **Geog** |  | ***National curriculum objectives******Pupils should be taught to:*** **United Kingdom** **Location Knowledge** -Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * **Know the names of and locate at least eight countries and at least six cities in England**

**Place knowledge** -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.* **Know at least five differences between living in the UK and a Mediterranean country.**

**Geographical skills and fieldwork** -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**Know and name the eight points of a compass*****National curriculum objectives******Pupils should be taught to:*** **Volcanoes and Earthquakes**L**ocational knowledge**Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time**Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* **Know what causes an earthquake**

**-Label the different parts of a volcano** |  |
| **Hist** | ***National curriculum objectives******Pupils should be taught:*** **Roman Empire** **A local history study**-the Roman Empire and its impact on Britain**-Know how Britain changed from the Iron Age to the end of the Roman occupation****-Know how the Roman occupation of Britain helped to advance British society****-Know how there was resistance to the Roman occupation and know about Boudica****-Know at least one famous Roman emperor** |  | ***National curriculum objectives******Pupils should be taught:*** **Ancient Egypt**-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China-**Know about, and name, some of the advanced societies that were around 3000 years ago****- Know about the key features of Ancient Egypt** |
| **D.T** | ***National curriculum objectives******Pupils should be taught to:*** **Make** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products.* **Prove that a design meets a set criteria**
* **Design a product and make sure that it looks attractive**
* **Choose a material for both its suitability and its appearance**
* **Follow a step by step plan, choosing the right equipment and materials**
* **Select the most appropriate tools and techniques for a given task**
* **Make a product which uses both electrical and mechanical components**
* **Work accurately to measure, make cuts and holes**
* **Explain how to improve a finished a model**
* **Know why a model has or has not been successful**
* **Know how to strengthen a product by stiffening a given part or reinforce a part of a structure**
* **Use a simple IT program within the design**
 | ***Cooking and nutrition*** ***National curriculum objectives******Pupils should be taught to:*** -understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**Evaluate** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world * **Describe how food ingredients come together**
* **Weigh out ingredients and follow a given recipe to create a dish**
* **Talk about which food is healthy and which isn’t**
* **- know when food is ready for harvesting**
 | ***National curriculum objectives******Pupils should be taught to:*** **Make** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products.* **Prove that a design meets a set criteria**
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* **Use a simple IT program within the design**
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| **Art** | ***National curriculum objectives******Pupils should be taught to:*** -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history.* **Know how to use sketches to produce a final piece of art**
* **Know how to use digital images and combine with other media**
* **Know how to use IT to create art which includes their own work and that of others**
 | ***National curriculum objectives******Pupils should be taught to:*** -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history* **Know how to show facial expressions in art**
* **Know how to use different grades of pencil to shade, to show tones and textures.**
* **Know how to use a range of brushes to create different effects in paintings**
* **Know how to identify the different techniques used by different artists**
* **Know how to compare the work of different artists**
 | ***National curriculum objectives******Pupils should be taught to:*** -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history.* **Recognise when art is from different cultures**
* **Recognise when art is from different historical periods.**
* **Know how to create a background using a wash**
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| **P.E** | ***National curriculum objectives******Pupils should be taught to:*** **Gymnastics and Dance**-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns-compare their performances with previous ones and demonstrate improvement to achieve their personal best.**- adapt sequences to suit different types of apparatus and criteria****- explain how strength and suppleness affect performance****- improvise freely and translate ideas from a stimulus into movement****- share and create phrases with a partner and small group****- remember and repeat dance perform phrases** | ***National curriculum objectives******Pupils should be taught to:*** **Athletics**- use running, jumping, throwing and catching in isolation and in combination- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* **Run at fast, medium and slow speeds: changing speed and direction**
* **Take part in relay, remembering when to run and what to do**
 | ***National curriculum objectives******Pupils should be taught to:*** **Competitive games**-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending- take part in outdoor and adventurous activity challenges both individually and within a team* **Be aware of space and use it to support team-mates and to cause problems for the opposition**
* **Know and uses rules fairly**
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| **R.E** | **What does it mean to be a Christian today?***Agreed Syllabus*-Describe some examples of what Christians doto show their faith, and make connections withsome Christian beliefs and teachings (A1).-Describe some ways in which Christian expresstheir faith through hymns and modern worshipsongs (A2).-Suggest at least two reasons why being aChristian is a good thing in Britain today, andtwo reasons why it might be hard sometimes(B2).-Discuss links between the actions of Christiansin helping others and ways in which people ofother faiths and beliefs, including pupilsthemselves, help others (C2). | **What do different people believe about God?***Agreed Syllabus*- Describe some of the ways inwhich Christians Hindus and/orMuslims describe God (A1).-Ask questions and suggest someof their own responses to ideasabout God (C1).-Suggest why having a faith orbelief in something can be hard(B2).-Identify how and say why itmakes a difference in people’slives to believe in God (B1). | **Why is the Bible important for Christians today?***Agreed Syllabus*Make connections betweenstories in the Bible and whatChristians believe aboutcreation, the Fall andsalvation (A2).-Give examples of how andsuggest reasons whyChristians use the Bible today(B1).-Describe some waysChristians say God is like,with examples from theBible, using different formsof expression (A1).-Discuss their own and others’ideas about why humans dobad things and how peopletry to put things right (C3).**Why do people pray?***Agreed Syllabus*-Describe the practice of prayer in thereligions studied (A2).-Make connections between whatpeople believe about prayer andwhat they do when they pray (A3).-Describe ways in which prayer cancomfort and challenge believers(B2).-Describe and comment onsimilarities and differences betweenhow Christians, Muslims and Hinduspray (B3). |
| **Languages** | ***National curriculum objectives******Pupils should be taught to:*** **Ourselves** **Celebrations**-listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* -present ideas and information orally to a range of audiences\* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally\* and in writing-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.* **Name and describe people, a place and an object**
* **Give response using a short phrase**
* **Write phrases from memory**
* **Write 2-3 short sentences on a familiar topic**
 | ***National curriculum objectives******Pupils should be taught to:*** **School** **Weather**-listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* -present ideas and information orally to a range of audiences\* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally\* and in writing-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.* **Read and understand a short passage**
* **Explain the main points in a short passage**
* **Read a short passage independently**
* **Use a bilingual dictionary or glossary to look up new words**
* **Start to speak, using a full sentence**
 | ***National curriculum objectives******Pupils should be taught to:*** **Hobbies****Holidays**-listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* -present ideas and information orally to a range of audiences\* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally\* and in writing-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.* **Write about what they like/dislike about a familiar topic**
* **Have a short conversation, saying 3 to 4 things**
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| **Music** | ***National curriculum objectives******Pupils should be taught to:*** -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -**play clear notes on instruments and use different elements in composition**-improvise and compose music for a range of purposes using the inter-related dimensions of music **-combine different sounds to create a specific mood or feeling**-listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations **-create repeated patterns with different instruments****- improve work: explaining how it has been improved**-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **-use musical words to describe a piece of music and compositions****-use musical words to describe what they like and do not like about a piece of music**-develop an understanding of the history of music.**-recognise the work of at least one famous composer** |