

Computing

How Do You Publish A Text?

- * 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.
- * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

How Are Computers Connected?

- * 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.

Can You Follow And Give Instructions?

- * 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.

Can I Find Information Quickly?

- * 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.

How Can You Move And Change Sprites?

- * 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.

Online Safety (taught throughout the year)

- * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design Technology

How Does Our Body Move?

- * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- * Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- * Understand and use mechanical systems in their products.
- * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

How Can Dessert Be Healthy?

- * 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.

Year 3



Curriculum

Science

Can you feel the force?

- * 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.
- * 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.

How do rocks keep secrets?

- * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- * 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.

Does my shadow always follow me?

- * Recognise that they need light in order to see things and 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.

How can Usain Bolt move so quickly?

- * Identify that animal and humans need the right types and amount of nutrition, and 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.

Will that apple pip grow into a tree in my tummy?

- * 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.

Working scientifically – these skills are covered throughout the year:

- * Asking relevant questions and using different types of scientific enquiries to answer the setting up of simple practical enquiries, comparative and fair tests.
- * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- * Identifying differences, similarities or changes related to simple scientific ideas and processes.
- * Using straightforward scientific evidence to answer questions or to support their findings.

Faith and Ethics

How and why does a Christian follow Jesus?

- * Understand some reasons why Christians believe Jesus is significant and special.
- * Describe how being a Christian affects how people choose to live their lives.
- * Consider who or what affects their values, beliefs and actions.

Where, how and why do people worship?

- * Understand what is meant by Christian worship and worship in Islam.
- * Identify how key actions, features and artefacts help people worship.
- * Express their own ideas about the value of worship for believers.

What are the deeper meanings of the festivals?

- * Learn to describe and contrast what happens at and the meaning of different festivals.
- * Make connections between religious festivals and their own lives.
- * Reflect on what is worth celebrating.

What do the religions teach us about the natural world?

- * Understand the key beliefs in the Christian creation story and a creation story from another religion (Islam).
- * Investigate how religious believers show their relationship with the natural world.
- * Reflect on their own ideas about stewardship of the natural world.

PSHE

Can I Talk About and Manage my Feelings?

- * How to deal with feelings and emotions

What Is A Bully?

- * Talk and write about their opinions, and explain their views, on issues that affect themselves and society.

Who Is Online?

- * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

How Can We Save Money Around The School?

- * Talk about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

How Can We Be Respectful?

- * Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.

Geography

What is the U.K. and who are the British?

* Locate the geographical regions and their identifying human and physical characteristics, the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the United Kingdom; understand how some of these aspects have changed over time (to the end of the Iron Age).

* Describe and understand key aspects of physical geography – rivers and mountains of the UK (link to rocks) and human geography – types of settlement and land use and distribution of natural resources of the UK.

* 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.

* Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Where were the earliest civilisations located?

* Describe and understand key aspects of: physical geography, rivers (importance to early settlements); human geography, including types of settlement and land use, economic activity including trade links and water (importance of these to early settlements).

Throughout the year:

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (linked to the 2 history units).

* Learn about human geography, including types of settlement and land use, economic activity, including trade link and the distribution of natural resources including energy, food, minerals and water (linked to the 2 history units).

Art

Can You Recreate A Stone Age Cave Painting?

* Create sketch books to record their observations and use them to review and revisit ideas.

* Improve their mastery of art and design techniques, including drawing with charcoal.

What is a Still Life anyway?

* Create sketch books to record their observations and use them to review and revisit ideas.

* Improve their mastery of art and design techniques, including drawing with paint, pencil.

Year 3



Curriculum

French

Can you speak and understand key phrases and words in French?

* Simple Greetings, Counting, Classroom Instructions, Colours, Songs

Can you write for different audiences and purposes in French?

* Animals, Songs on Animals, * Food, Drink, Clothes Body Parts, Sport

Can you ask questions, discuss and communicate with confidence?

* Opinions on Sport Short Conversations, Christmas, Christmas French Nativity

History

What did the earliest civilisations do for me?

* Learn about 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

Was everything in the Stone Age made of stone and how did things change?

* Learn about changes in Britain from the Stone Age to the Iron Age.

Music

Structure

* Recognise a musical phrase in a song.

* Identify how many phrases there are in the song.

* Recognise which phrases are the same and which are different.

* Recognise the structure of a round.

* Sing a range of rounds and partner songs to consolidate & extend learning.

Tempo

* Play, with accuracy, a pulse & simple rhythmic/melodic patterns with quicker tempi.

* Demonstrate understanding of faster/slower & gradual changes in tempi through co-ordinated movement & dance.

Texture

* Introduce a steady beat and simple rhythmic patterns (ostinato) to develop the texture of the music/song.

* Sing/play a part in a group where other groups are performing other patterns e.g. a round.

Timbre

* Explore, identify & select instruments with timbres that will enhance the performance.

* Describe different sounds using the word 'timbre'.

Pitch

* Sing simple songs with accuracy of pitch and some expression.

* Recognise a musical phrase.

* Sing in parts with confidence using rounds/partner songs.

* Sing individually with confidence.

* Distinguish between pitch changes using hand patterning (including steps/jumps/leaps).

Pulse

* Consolidate understanding of a steady beat.

* Change the beat in a song/piece of music to alter the tempo.

* Through movement, songs and playing instruments begin to develop an understanding of metre.

Duration

* Understanding ostinato by using/creating/improvising rhythm patterns.

* Maintain a simple ostinato throughout a song or piece of music using the voice/body percussion and musical instruments.

* Play/read simple rhythmic patterns using unpitched instruments.

Dynamics

* Sing songs and play music with dynamic changes.

* Understand getting louder/quieter.

* Identify where the music/song is getting louder/quieter.

* Use the terms crescendo/decrescendo to describe the dynamic changes.

* Recognise and maintain silence when required.

Physical Education

Gymnastics

* Use running, jumping, throwing and catching in isolation and in combination.

* Develop flexibility, strength, technique, control and balance .

* Perform dances using a range of movement patterns.

* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance

* Use running, jumping, throwing and catching in isolation and in combination.

* Develop flexibility, strength, technique, control and balance.

* Perform dances using a range of movement patterns.

* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Games

* Use running, jumping, throwing and catching in isolation and in combination.

* Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Outdoor

* Use running, jumping, throwing and catching in isolation and in combination.

* Take part in outdoor and adventurous activity challenges both individually and within a team.

* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics

* Use running, jumping, throwing and catching in isolation and in combination.

* Develop flexibility, strength, technique, control and balance.

* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.