

Year 3 Curriculum

2019 – 2020

be the best you can be

The Discovery School



Year 3 Yearly Skills Overview (taught throughout the year)

	Autumn 1 (1)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
TOPIC	Yabbadabbadoo! Stone Age to Iron Age		Sink your teeth into the UK		Groovy Greeks	
English	See English objective overviews for year 3					
Maths	See Maths objectives and learning cycle for year 3					
Science	<p><u>Working scientifically</u> WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations using notes and simple tables WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p><u>Plants</u> P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers P2 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 P3 investigate the way in which water is transported within plants P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Animals including Humans</u> AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they AH2 cannot make their own food; they get nutrition from what they eat AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement</p>	<p><u>Light</u> L1 recognise that they need light in order to see things and that dark is the absence of light L2 notice that light is reflected from surfaces L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes L4 recognise that shadows are formed when the light from a light source is blocked by a solid object L5 find patterns in the way that the size of shadows change.</p>	<p><u>Forces and Magnets</u> FM1 compare how things move on different surfaces FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance FM3 observe how magnets attract or repel each other and attract some materials and not others FM4 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 FM5 describe magnets as having two poles FM6 predict whether two magnets will attract or repel each other,</p>	<p><u>Rocks</u> R1 compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock R3 recognise that soils are made from rocks and organic matter.</p>

	<p>WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</p> <p>WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</p> <p>WS10 using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>P5 know that plants make their own food</p>			<p>depending on which poles are facing.</p>		
<p>Art and Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> - experiment with various grades of pencil 	<p>Colour</p> <ul style="list-style-type: none"> - use more specific colour language - mix colours and know which are primary 	<p>Texture</p> <ul style="list-style-type: none"> - compare different materials from their aesthetic features 	<p>Form</p> <ul style="list-style-type: none"> - shape, form, model and construct malleable and rigid materials 	<p>Printing</p> <ul style="list-style-type: none"> - plan and develop to use malleable materials for a purpose (e.g. pot, tile) 	<p>Pattern</p> <ul style="list-style-type: none"> - create repeating patterns using a relief or impressed method 	<p>Exploring and developing ideas</p> <ul style="list-style-type: none"> - make patterns on a range of surfaces

	<ul style="list-style-type: none"> - make marks and lines with range of drawing implements - apply tone to drawing using grades of pencils - create textures with a range of drawing implements - experiment with different pencil grade and tools to draw different form and shape 	<p>colours and which make secondary colours</p> <ul style="list-style-type: none"> - experiment with different effects and textures (e.g. dotting, scratching, splashing) - make colour wheels 	<ul style="list-style-type: none"> - use a variety of techniques (e.g. printing, dyeing, weaving and stitching) to create different textural effects - plan, design and make models from observation or imagination - develop skills in stitching, cutting and joining - experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 	<ul style="list-style-type: none"> - construct a simple base for extending and modelling other shapes - create repeating patterns 	<ul style="list-style-type: none"> - analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> - record different textures and patterns used in print - colour mix through overlapping colour prints - experiment with mono printing 	<ul style="list-style-type: none"> - work with patterns in the environment - use ICT to experiment with symmetry 	
<p>Computing</p>	<p>Using technology</p> <p>To continue to develop typing speed and accuracy to develop competency in typing.</p> <p>To understand the purpose of and use independently a range of</p>	<p>Using the Internet and e-safety</p> <p>To be able to complete a search to find specific information from a web site.</p> <p>To find and use appropriate information.</p>	<p>Communicating and collaborating online</p> <p>To understand that Cloud based tools can allow multiple people to contribute to shared documents.</p> <p>To be able to send an attachment to an e-mail.</p>	<p>Creating and publishing</p> <p>To continue to produce work using a computer, using more advanced features of programs and tools.</p> <p>To work collaboratively together to create documents,</p>	<p>Digital media</p> <p>To be able to compose music using icons to represent musical phrases.</p> <p>To understand that computers allow easy creation, manipulation and</p>	<p>Storing, retrieving and using data</p> <p>To understand the basic structure of a database.</p> <p>To be able to add data to a pre-made database.</p> <p>To use the data in a pre-made database to generate graphs and charts.</p>	<p>Programming and control</p> <p>To be able to design, write and debug programs that accomplish specific goals.</p> <p>To be able to work with variables and various forms of input and output</p>	<p>Modelling and simulations</p> <p>To use a range of increasingly more challenging simulations to represent real life situations.</p> <p>Use simulations to make and test predictions.</p>

	<p>different technology.</p> <p>To be able to make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</p> <p>To be able to make informed choices about the most appropriate piece of software to use to serve a purpose.</p>	<p>To identify how different web pages are organised e.g. graphics, hyperlinks, text.</p> <p>To navigate a web page to locate specific information.</p> <p>To know that computing enables access to a wider range of information and tools to help find specific information quickly.</p> <p>To understand a website has a unique address.</p>		<p>including presentations.</p> <p>To be able to use advanced presentation tools.</p> <p>To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher.</p> <p>To compare and contrast desktop publishing programs.</p>	<p>change of digital media.</p> <p>To be able to record sound that can be stored and played back independently.</p> <p>To independently record video using a range of devices and for a range of purposes.</p> <p>To independently take photographs taking into account the audience and/or purpose for the image.</p> <p>To create digital artwork using digital images.</p> <p>To be able to create a video using still images.</p> <p>To edit photographs using a range of editing tools.</p>	<p>To use technology to create graphs and charts.</p>	<p>To be able to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To use a computer to create basic applications, investigating how different variables can be changed and the effect this has.</p>		
Design and Technology	<u>Design</u>		<u>Make</u>		<u>Evaluate</u>		<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>	
	Generating, developing,	Understanding contexts, users	Practical skills and techniques	Planning	Existing products	Own products and ideas	Making products work	Food preparation, cooking and nutrition	Where food comes from

	modelling and communicating	and purpose							
<p>Coverage:</p> <p>Levers and linkages</p> <p>Textiles</p> <p>Cooking</p>	<p>Share and clarify ideas through discussion. Model ideas using prototypes and pattern pieces. Use computer-aided design. Generate realistic ideas focusing on needs of user. Use annotated sketches to communicate ideas</p>	<p>Works confidently within a range of contexts such as home, school, culture, leisure, enterprise, industry and the wider environment. Describe the purpose of their product. Indicate the design features of their product that will appeal to the intended user Explain how particular parts of their product will work. Gather information about the needs and wants of particular groups Develop and use own design criteria</p>	<p>Follow procedures for safety and hygiene (see risk assess) Use a wider range of materials and components including construction materials and kits, textiles (Y3), food ingredients, mechanical components and electrical components (Y4) Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Use finishing techniques, including those from Art and Design with some accuracy</p>	<p>Select tools and equipment suitable to the task and explain their choices in relation to the skills. Select from a range of materials and components and explain their choices in relation to functional properties and aesthetic qualities. Order the main stages of making</p>	<p>Throughout KS2 pupils should investigate and analyse:</p> <p>How well products have been designed</p> <p>How well products have been made</p> <p>Why materials have been chosen</p> <p>What methods of construction have been used</p> <p>How well products work</p> <p>How well products achieve their purpose</p> <p>How well products meet users wants and needs</p> <p>Who designed and made products</p> <p>Where products were designed and made</p> <p>When products were designed and made</p>	<p>Identify strengths and areas for development in their ideas and products</p> <p>Consider views of others, including the intended user to improve their work</p> <p>Refer to their design criteria as they design and make</p> <p>Use their design criteria to evaluate their completed product</p>	<p>That mechanical systems have an input, process and output</p> <p>How levers and linkages create movement</p> <p>How to make strong, stiff, shell structures</p> <p>That a simple fabric shape can be used to make a 3D textile product</p>	<p>That a healthy diet is made up from variety and balance of different food and drink as depicted in the eat well plate</p> <p>That to be active and healthy food and drink are needed to provide energy for the body</p> <p>How to prepare and cook a savoury dish safely and hygienically using a heat source</p> <p>How to use the techniques peeling and chopping</p>	<p>That food is grown (tomatoes and potatoes) reared (pigs and chickens) and caught (fish) in the UK, Europe and wider world</p> <p>That a recipe can be adapted by adding or substituting one or more ingredients</p>

					Whether products can be recycled or reused				
Geography	<u>Location Knowledge</u> *Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.		<u>Place Knowledge</u> * Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.		<u>Human and Physical Geography</u> * Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.		<u>Geographical Skills and Fieldwork</u> * 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. *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
History	<u>Chronological understanding</u> - Uses timelines to place events in order. - Understands timeline can be divided into BC and AD. - Uses words and phrases: century, decade.	<u>Knowledge and Understanding</u> - Uses evidence to describe past. - Uses evidence to find out how events may have changed during a time period. Describes similarities and differences between people, events and objects	<u>Interpretation</u> Looks at 2 versions of the same event and identifies differences in the accounts.	<u>Enquiry</u> - Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks questions such as 'how did people? What did people do for?' - Suggests sources of evidence to use to help answer questions.	<u>Organisation and communication</u> - Presents findings about past using speaking, writing, ICT and drawing skills. - Uses dates and terms with increasing accuracy. - Discusses different ways of presenting information for different purposes.				
History Coverage	<u>Stone Age to Iron Age</u> - Late Neolithic hunter gathers and early farmers - Bronze age religion, technology and travel e.g. Stone Henge - Iron age hill forts, tribal kingdoms and art - Example key questions: Who was the Amesbury Archer? (Focus: Chronology and evidence handling)								

	<p><u>A local history study linked to the above era</u> e.g. Coldrum Long Barrow at Trosley</p> <p><u>A study of the Ancient Greeks</u> - Achievements Influence on the Western World Example - Key question: What did the Ancient Greeks believe? (<i>Focus: Enquiry</i>) Why did the Greeks go to war with Sparta? (<i>Focus: Interpretations</i>) What did the Ancient Greeks do for us? (<i>Focus: Significance and Consequences</i>)</p>							
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Begin to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p>	<p>Use and understand staff and other musical notations.</p> <p>N/A</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.</p>	<p>Develop an understanding of the history of music.</p> <p>Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.</p>		
Physical Education	<p>Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football, Handball, Kwik Cricket, Rounders.</p>	<p>Tactics: Can be taught within games lessons.</p> <p>Choose and use a range of simple tactics for defending and challenging opponents.</p>	<p>Gymnastics</p> <p>Perform combinations of gymnastic actions using floor, mats and apparatus.</p>	<p>Athletics: Can also be taught during multi-skills lessons</p> <p>Select running techniques and speeds appropriate to an activity.</p>	<p>Dance</p> <p>Perform combinations of movements to a piece of music. Adapt a sequence of movement patterns</p>	<p>Feedback: Can be taught within games, athletics, dance and gymnastic lessons.</p> <p>Recognise good performances in themselves and</p>	<p>Outdoor and adventurous activities</p> <p>N/A</p>	<p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe-rescue</p>

<p>Throw and catch a ball with control when under pressure.</p> <p>Strike and kick a ball with control while moving.</p>			<p>Adapt gymnastic techniques and transitions, identifying when control and balance is needed.</p> <p>Adapt a gymnastic sequence to include different levels, speeds and/or direction.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p>	<p>Make up and repeat a short sequence of linked jumps.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Take part in relay activities, knowing when to run and what to do.</p>	<p>to include different levels, speeds and/or direction.</p>	<p>others and use what they have learnt to improve their own work.</p> <p>Compare and comment on two or more performances.</p> <p>Know and describe the effects of different activities on their body and how to improve their health and fitness.</p>		<p>in different water-based situation.</p>
<p>Religious Education</p>	<p>Make links between beliefs, stories and practices; identify the impacts of beliefs and practices on people's lives; identify similarities and differences between religions and beliefs; investigate and connect features of religions and beliefs; ask significant questions about religions and beliefs; describe and suggest meanings for symbols and other forms of religious expression; describe some religious beliefs and teachings of religions studied, and their importance; describe how some features of religions studied are used or exemplified in festivals and practices; make links between religious symbols, language and stories and the beliefs or ideas that underlie them; compare aspects of their own experiences and those of others, identifying what influences their lives; compare their own and other people's ideas about questions that are difficult to answer; make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>							
<p>PHSE</p>	<p>See PSHE objective overviews for year 3</p>							
<p>French Coverage</p>	<p>Children should be taught: Numbers 0-10 Greetings, asking and saying how you are Classroom Instructions Ask and tell name and age Colours Verb- est Connective- et Names of fruits</p>							

Food items
 Days of the week
 Months of the year
 Christmas – letter to Father Christmas
 Easter – Easter celebrations

French	Listening and responding	Speaking	Reading and responding	Writing	Inter-cultural skills
	Can they understand a few familiar spoken words and phrases?	Can they say and repeat single words and short simple phrases?	Can they recognise and read out a few familiar words and phrases?	Can they write or copy simple words or symbols correctly?	Can they understand the difference in cultural greetings?
	Can they listen to and follow simple commands? Can they recognise a question? Can they recognise the difference between un and une? Can they listen and respond to rhymes?	Can they understand and respond to a question? Can they sing a simple song/rhyme? Can they perform a small role in a play? Can they join in singing a French carol? Can they imitate the pronunciation of sounds?	Can they join in reading parts of a story? Can they recognise some familiar words in written form?	Can they experiment with writing? Can they make links between some sounds and spellings?	Can they appreciate similarities and differences between Christmas in France and England?

