

Science:

Working Scientifically:

- asking relevant questions and using different types of scientific enquiries to answer them.
- setting up 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.

Forces and Magnets

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- 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.

Plants:

- 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.

Animals, Inc Humans:

- 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.

Rocks:

- 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.

Light:

- 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 a solid object.
- find patterns in the way that the size of shadows change.

History:

- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study (Endon)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)

Year 3

Statutory National Curriculum Coverage

RE:

Christianity & Judaism

- exploring living by rules
- religion in the home
- symbols of worship
- sharing special food
- the beginning of the world
- religious leaders

Music:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression.
- improvise and compose music for a range of purposes using the interrelated dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.

PE:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

Art & Design:

- 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
- about great artists, architects and designers in history

Computing:

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

MFL: (Non-statutory)

French

- 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
- 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.

Geography:

Place Knowledge:

- name and locate counties and cities of the United Kingdom
- identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns
- understand how some of these aspects have changed over time

Human and Physical Geography:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- 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 UK

Design & Technology:

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Cooking & Nutrition

- 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