



Curriculum Overview for Year 3

	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can ask questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can explain differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support my findings.	<u>Forces and magnets</u> I can compare how things move on different surfaces. I can see that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group some materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. <u>Light</u> I can explain that I need light in order to see things and that dark is the absence of light. I can show that light is reflected from surfaces. I can explain that light from the sun can be dangerous and that there are ways to protect eyes. I can show how shadows are formed when the light from a light source is blocked by a solid object. I can show that there are patterns in the way that the size of shadows change.	<u>Working Scientifically</u> I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <u>Animals, including humans</u> I can 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. I can explain why humans and some other animals have skeletons and muscles. <u>Rocks</u> I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties. I can simply describe how fossils are formed when things that have lived are trapped within rock. I can explain that soils are made from rocks and organic matter.	<u>Working Scientifically</u> I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <u>Plants</u> I can explain what different parts of flowering plants do. I can explore the requirements of plants for life and growth and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
History	I can use an increasing range of common words and phrases relating to the passing of time. I can describe memories of key events in his/her life using historical vocabulary.			

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Geography	I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?. I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. I can communicate findings in appropriate ways. I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle. I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. I can use fieldwork instruments e.g. camera, rain gauge. I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. I can use four figure grid references. I can use the 8 points of a compass.	I can point to where counties are within the UK and their key topographical features. I can name and locate the cities of the UK. I can make more detailed fieldwork sketches/diagrams. I can make plans and maps using symbols and keys.	I can show I know the physical and human features of my locality. I can explain about weather conditions / patterns around the UK and parts of Europe. I can understand why there are similarities and differences between places. I can show some sense of how places relate to each other.	I can understand why there are similarities and differences between places. I can show some sense of how places relate to each other. I can make more detailed fieldwork sketches/diagrams. I can make plans and maps using symbols and keys.

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Physical Education	I can continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement I can communicate, collaborate and compete with others I can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise my own success I can use running, jumping, throwing and catching in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] I can perform dances using a range of movement patterns I can compare my performances with previous ones and demonstrate improvement to achieve my personal best		I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations I can take part in outdoor and adventurous activity challenges both individually and within a team	I can take part in outdoor and adventurous activity challenges both individually and within a team

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French	<u>Listening</u> I can recognise and respond to words and phrases I hear. I can understand a simple instruction, such as 'stand up'. I can join in with parts of a story or song. <u>Speaking</u> I can ask and answer simple questions about personal information. I can use a familiar sentence and change one or two words to make a new sentence. I can speak clearly to an audience using good pronunciation. I can use some simple adjectives to describe a picture or object. <u>Reading</u> I can match written words and phrases to pictures or symbols. I can read some familiar words aloud. I can learn and remember new words from my reading. <u>Writing</u> I can remember how to write some words on my own. I can use some simple adjectives to describe a picture or object. I can write a sentence to describe a picture or object using a word bank to help me. <u>Grammar</u> I can tell whether words are nouns, adjectives or verbs. I know that nouns may be masculine or feminine (or neuter). I know the order of words in sentences.	Greetings	Names	Family

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Art and Design	I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work I can say what I like or dislike about my work.	I can use shading, using different media. I can create a collage using overlapping and layering.	I can talk about some of the great artists, architects and designers in history and describe their work. I can talk about and identify complementary colours, colour as tone, warm and cold colours. I can compare and recreate form of natural and manmade objects.	I can create printing blocks using relief or impressed techniques. I can add detail to my work using different types of stitch, including cross-stitch.
Design and Technology	<u>Processes</u> I can investigate and analyse existing products and those I have made, considering a wide range of factors.	<u>Processes</u> I can use my knowledge of existing products to design my own functional product.	<u>Cooking and Nutrition</u> I can talk about the different food groups and name food from each group. I can understand that food has to be grown, farmed or caught in Europe and the wider world. <u>Processes</u> I can use my knowledge of existing products to design my own functional product. I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. I can safely measure, mark out, cut, assemble and join with some accuracy. I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. I can strengthen frames with diagonal struts. I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.	<u>Cooking and Nutrition</u> I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely. <u>Processes</u> I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. I can safely measure, mark out, cut, assemble and join with some accuracy. I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. I can strengthen frames with diagonal struts. I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.

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Music	I can listen with direction to a range of high quality music. I can confidently recognise a range of musical instruments. I can find the pulse in songs/music with confidence. I can understand that improvisation is when a composer makes up a tune within boundaries. I can understand that composition is when a composer writes down and records a musical idea. I can sing songs with multiple parts with increasing confidence. I can understand some formal, written notation which includes crotchets and rests. I can begin to listen to and recall sounds with increasing aural memory.	<u>Charanga music projects:</u> Let Your Spirit Fly Glockenspiel Stage 1		<u>Charanga music projects:</u> Three Little Birds The Dragon Song		<u>Charanga music projects:</u> Bringing Us Together Reflect, Rewind and Replay		
Beliefs and Values		Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Rites of passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I know I need to keep my password and personal information secure. I can recognise acceptable and unacceptable behaviour online.	I can make choices on which program is best for a given task.	I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem. I know what input and output devices are and how they are used. I can use a range of input and output devices efficiently.	I understand that computer networks allow data to be transferred and shared. I understand that the internet is a large network and that enables computers to share information. I can use a search engine to find web pages. I understand that not all websites are as reliable as others.