

Year 3 Curriculum

Geography

I can use the correct geographical words to describe a place.
I can name a number of countries in the Northern Hemisphere.
I can name and locate the capital cities of neighbouring European countries.
I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.
I can plan a journey to a place in England.
I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
I can explain why people may be attracted to live in cities.
I can explain why people may choose to live in one place rather than another.
I can name and locate many of the world's most famous mountainous regions in an atlas.
I can identify and explain different climate zones.

Art

I can show facial expressions in my art.
I can use sketches to produce a final piece of art.
I can use different grades of pencil to shade and to show different tones and textures.
I can create a background using a wash.
I can use a range of brushes to create different effects in painting.
I can identify the techniques used by different artists.
I can use digital images and combine with other media in my art.
I can use IT to create art which includes my own work and that of others.
I can compare the work of different artists.
I can recognise when art is from different cultures.
I can recognise when art is from different historical periods.

PE

I can throw and catch with control.
I am aware of space and use it to support team-mates and to cause problems for the opposition.
I know and use rules fairly.
I can adapt sequences to suit different types of apparatus and criteria.
I can explain how strength and suppleness affect performance.
I can compare and contrast gymnastic sequences.
I can improvise freely and translate ideas from a stimulus into movement.
I can share and create phrases with a partner and small group.
I can consistently repeat, remember and perform phrases.
I can run at fast, medium and slow speeds; changing speed and direction.
I can take part in a relay, remembering when to run and what to do.

Key Learning Themes:

The First Civilisations
An American Adventure
Discovering China
Surviving In the Stone Age
Extreme Survival
Rolls Royce Designers

DT

I can prove that my design meets some set criteria.
I can follow a step-by-step plan, choosing the right equipment and materials.
I can design a product and make sure that it looks attractive.
I can choose a textile for both its suitability and its appearance.
I can select the most appropriate tools and techniques for a given task.
I can work accurately to measure, make cuts and make holes.
I can explain how I have improved my original design.
I can describe how food ingredients come together.

RE- Key Learning Questions

Why do people pray?
Christians learn from the creation story?
What is the Trinity?
What is it like to follow God?
What do different people believe about God?
(Christians, Hindus and/or Muslims)
Why is Jesus inspiring to some people?

Science

I can describe the function of different parts of flowing plants and trees.
I can explore and describe the needs of different plants for survival.
I can explore and describe how water is transported within plants.
I can describe the plant life cycle, especially the importance of flowers.
I can explain the importance of a nutritious, balanced diet.
I can explain how nutrients, water and oxygen are transported within animals and humans.
I can describe and explain the skeletal system of a human.
I can describe and explain the muscular system of a human.
I can describe the purpose of the skeleton in humans and animals.
I can compare and group rocks based on their appearance and physical properties, giving a reason.
I can describe how fossils are formed.
I can describe how soil is made.
I can describe and explain the difference between sedimentary and igneous rock.
I can describe what dark is (the absence of light).
I can explain that light is needed in order to see.
I can explain that light is reflected from a surface.
I can explain and demonstrate how a shadow is formed.
I can explore shadow size and explain.
I can explain the danger of direct sunlight and describe how to keep protected.
I can explore and describe how objects move on different surfaces.
I can explain how some forces require contact and some do not, giving examples.
I can explore and explain how objects attract and repel in relation to objects and other magnets.
I can predict whether objects will be magnetic and carry out an enquiry to test this out.
I can describe how magnets work.
I can predict whether magnets will attract or repel and give a reason.
I can describe magnets as having two poles.

Computing

I can design a sequence of instructions, including directional instructions.
I can write programs that accomplish specific goals.
I can work with various forms of input and output.
I can use a range of software for similar purposes.
I can collect information.
I can design and create content.
I can present information.
I can search for information on the web in different ways.
I can manipulate and improve digital images.
I can use technology respectfully and responsibly.
I know different ways I can get help if I am concerned.
I understand what computer networks do and how they provide multiple services.

History

I can describe events from the past using dates when things happened.
I can use a timeline within a specific period of history to set out the order that things may have happened.
I can use my mathematical knowledge to work out how long ago events happened.
I can use research skills to find answers to specific historical questions.
I can research in order to find similarities and differences between two or more periods of history.
I can explain how the lives of wealthy people were different from the lives of poorer people.