



It is great fun to be in Year 3!

Year 3 Curriculum

The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
SCIENCE KNOWLEDGE	Rocks <ul style="list-style-type: none"> I can compare and group together different rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter. Light <ul style="list-style-type: none"> I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows change. 	Animals, including humans <ul style="list-style-type: none"> I can identify that animals, including humans, need the right types and amount of nutrition. I know that animals, including humans, cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Forces and magnets <ul style="list-style-type: none"> I can compare how things move on different surfaces. I can notice 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. I can observe how magnets attract some materials and not others. I can describe magnets as having two poles (N and S) I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not. I can identify some magnetic materials. Plants <ul style="list-style-type: none"> I can identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. I can explain the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

<p>WORKING SCIENTIFICALLY</p> <p>To be developed across the year</p>	<p>Planning</p> <ul style="list-style-type: none"> I can raise my own relevant questions about the world around me and use different types of scientific enquiries to answer them I can start to make my own decisions about the most appropriate type of scientific enquiry to answer the question I can set up simple practical enquiries, comparative and fair tests I can recognise when a simple fair test is necessary and help to set it up I can talk about criteria for grouping, sorting And classifying and use simple keys I can recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations 	<p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> I can make systematic and careful observations I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them I can take accurate measurements using standard units, using a range of (new) equipment including thermometers I can gather, record, classify and present data from my observations and measurements in a variety of ways I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables I can help to make decisions about how to analyse this data 	<p>Considering evidence and evaluating</p> <ul style="list-style-type: none"> I can, with help, look for changes, patterns, similarities and difference in my data in order to draw simple conclusions and answer questions I can use relevant simple scientific language to discuss my ideas I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can, with help, identify new questions arising from the data, make predictions for new values within or beyond the data I have collected and find ways of improving what I have already done 	
<p>HISTORY</p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Knowledge</p> <p>A local history study – Carisbrooke Castle a study of a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> I can describe events and periods using the words: BC, AD and decade. I can use my mathematical skills to round up time differences into centuries and decades. I can describe events from the past using dates when things happened. I can use a timeline within a specific time in history to set out the order things may have happened. I can use my mathematical knowledge to work out how long ago events would have happened. 	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> I can appreciate that the early Brits would not have communicated as we do or have eaten as we do. I can simply explain what life would have been like for the early settlers. I can recognise that Britain has been invaded by several different groups over time many of which would have fought fiercely, using hand to hand combat. I can suggest why certain events happened as they did in history. 	<p>Historical enquiry</p> <ul style="list-style-type: none"> I can say how archaeologists help us understand more about what happened in the past. I can use various sources of evidence to answer questions. I can research a specific event from the past and then write about it.
<p>GEOGRAPHY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>LOCATIONAL AND PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. I can locate and name some of the world's most famous volcanoes. I can locate and name countries of the world that are susceptible to earthquakes. 	<p>HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> I can describe how volcanoes have an impact on people's lives e.g. Pompeii. I can describe how the legacy of Pompeii has generated tourism today. I can explain how the lives of people living in the Mediterranean would be different from my own. I can explain how the weather impacts on tourism across Europe. 	<p>PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> I can describe how volcanoes are created. I can describe how earthquakes are created. I can compare and contrast the physical features of a volcanic locality to the Isle of Wight. I can locate the Mediterranean and explain why it is a popular holiday destination. 	<p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can 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. I can confidently use a range of maps and images by using contents and indexes.

	<ul style="list-style-type: none"> • I can name and locate Mountain ranges in Europe including Europe's tallest mountain. • I can locate and name many countries that border the Mediterranean Sea. • I can name and locate the capital cities of many European countries. 		<ul style="list-style-type: none"> • I can explain the weather variations according to season and country across Europe. • I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. 	<ul style="list-style-type: none"> • I can confidently use compass directions: North; South; East and West to follow and give directions to build knowledge of the UK and wider world. • I can use letter and number coordinates to locate features on a map. • I can draw a simple map of a familiar short route using OS symbols. • I can ask geographical questions about places and environments and express opinions. • I can make links to different observations in the local area. • I can use camera, video or audio to gather appropriate data. • I can draw a sketch map with simple annotations showing physical and human features of the local area. • I can confidently ask questions to a range of people. • I can measure accurately using tally and standard units. • I can identify benefits and limitations of data collection methods. • I can present findings simply using maps, graphs and digital technologies. • I can reach a thoroughly described conclusion to the fieldwork question or prediction.
<p>ART AND DESIGN</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>USING MATERIALS</p> <ul style="list-style-type: none"> • I can use sketches to produce a final piece of art • I can use digital images and combine with other media know how to use IT to create art which includes their own work and that of others 	<p>DRAWING</p> <ul style="list-style-type: none"> • I can show facial expressions in art. • I can use different grades of pencil to shade and to show different tones and textures 	<p>USE OF COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE</p> <ul style="list-style-type: none"> • I can create a background using a wash • I can use a range of brushes to create different effects in painting • I can identify key visual elements e.g colour, line, shape, space in my work and the work of others 	<p>RANGE OF ARTISTS</p> <ul style="list-style-type: none"> • I can identify the techniques used by different artists. • 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 <p>FOCUS ON: Rosseau Julia Margot Cameron (Photographer) Madox Ford Brown Giacommetti</p>

DESIGN AND TECHNOLOGY KNOWLEDGE, SKILLS AND UNDERSTANDING	DESIGN <ul style="list-style-type: none"> I can research existing products on the market. I can annotate my sketches and explain my design, to say how it is suitable for a specific purpose. I can make prototypes to explain ideas to see if they work. 	MAKING <ul style="list-style-type: none"> I can follow plans, choosing the right equipment and materials. I can select the most appropriate tools and techniques for a given task. I can make a product which uses mechanical components. I can work accurately to measure, make cuts and make holes. I can make a prototype to refine techniques. 	EVALUATING <ul style="list-style-type: none"> I can explain how to improve my finished model. I can explain why my product has or has not been successful. 	TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> I can say how to strengthen a product by stiffening a given part or reinforce a part of the structure. I can use a simple IT programme within the design. I can discuss famous inventors/designers. 	FOOD TECHNOLOGY <ul style="list-style-type: none"> I can describe how food ingredients come together. I can weigh out ingredients and follow a given recipe. I can talk about which food is healthy and which food is not. I can say when food is ready for harvesting. 	
MUSIC KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	COMPOSE, USE AND UNDERSTAND <ul style="list-style-type: none"> I can use different elements in my compositions. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. 		LISTENING AND APPRECIATING <ul style="list-style-type: none"> I can improve my work and explain how it has improved. I can use musical words (the dimensions of music) to describe a piece of music and compositions. I can use musical words to describe what I like and dislike. I can recognise the work of at least one famous composer. 		SINGING, PLAYING AND INSTRUMENT AND PERFORMING <ul style="list-style-type: none"> I can sing in tune using expression. I can control my voice when I am singing to maintain my own part. I can play clear notes on instruments e.g. recorder and tuned percussion and maintain my own part. I can begin to read simple musical notation. 	
Suggested Charanga Units	Autumn 1 Charanga UNIT 1 Let Your Spirit Fly	Autumn 2 Performance -sing and play - Christmas Carol Concert	Spring 1 Charanga Recorder - Blown Away Book 1	Spring 2 Performance - singing Year 3/4 Production	Summer 1 The Orchestra - The Music of Mozart	Summer 2 Charanga UNIT 3 Three Little Birds OR UNIT 5 Bringing Us Together
The interrelated dimensions of music should be referred to throughout - pitch (high or low notes); duration (long or short notes); tempo (fast or slow) and dynamics (loud or quiet); structure (order of sections of music e.g. verse, chorus, verse); timbre (quality of sound e.g. a reedy or woolly sound)						

COMPUTING KNOWLEDGE, SKILLS AND UNDERSTANDING	MULTIMEDIA TEXT AND IMAGES Word Processing Skills <ul style="list-style-type: none"> I can use basic computer skills. I can change the case of text. I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes. Drawing & Desktop Publishing <ul style="list-style-type: none"> I can draw with different shapes and lines. I can order and group objects. I can manipulate shapes and lines. I can recognise effective layout. I can combine text and images. 	TECHNOLOGY IN OUR LIVES Internet Research and Communication <ul style="list-style-type: none"> I can identify how word order affects search results. I can explain how searches return results I can save and share webpages. I can identify the ways, and investigate how, we communicate online. I can explain how to stay safe when communicating online. I can explain why I need to be responsible online. 	CODING AND PROGRAMMING Programming Turtle Logo and Scratch <ul style="list-style-type: none"> I can create and debug an algorithm using the move, rotate and repeat commands. I can create and debug algorithms using penup and pendown. I can create and debug algorithms that draw regular polygons. To create and debug algorithms that draw shapes. To create and debug algorithms that draw regular polygons. To create and debug algorithms to draw patterns. 	ONLINE SAFETY <ul style="list-style-type: none"> I know what cyberbullying is and how to address it. I understand how websites use advertisements to promote products. I can create strong passwords and understand privacy settings. I can safely send and receive emails. I can explore different ways children can communicate online. I can use knowledge about online safety to plan a party online.
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	<ul style="list-style-type: none"> I can lay out objects effectively. <p>Presentation Skills</p> <ul style="list-style-type: none"> I can plan a branching story. I can create slide templates and organise slides with hyperlinks I can add theme, transitions and animations to a presentation. I can use action settings. I can insert audio and video I can evaluate slide layout and make improvements <p>Using & Applying</p> <ul style="list-style-type: none"> I can use and combine appropriate software to design, create and present an electronic presentation. I can draw or design images and import them into other software. I can research and use appropriate information and images using the Internet. I can use effective design and layout in a presentation. I can present information on a particular subject, including accompanying materials. 			
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<p>PHYSICAL EDUCATION</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> Fitness / Invasion games <p>Autumn 2</p> <ul style="list-style-type: none"> Gym / Athletics 	<p>Spring 1</p> <ul style="list-style-type: none"> Invasion games / Dance <p>Spring 2</p> <ul style="list-style-type: none"> Invasion Games / Outdoor and Adventurous Activities 	<p>Summer 1</p> <ul style="list-style-type: none"> Striking and fielding / Athletics <p>Summer 2</p> <ul style="list-style-type: none"> Striking and Fielding / Net Games
	<p>INVASION GAMES</p> <ul style="list-style-type: none"> I can practise passing to a partner using a number of sending and receiving techniques. I can improve the accuracy of my passes and use space to keep possession better. I can remain in control of ball while travelling. I can use communication skills to help others know where they are going. I can look when travelling and see what happens after I have passed ball. I can play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games.) I know which passes are best to keep possession. I can find space to receive and support. 	<p>GYMNASTICS</p> <ul style="list-style-type: none"> I can develop and perform actions. I can practice and concentrate on quality of movement. I can link different balances moving in and out of positions of stillness. I can transfer weight smoothly from one part of body to another. I can use actions on floor and over, through, across and along apparatus. I can vary and apply actions on floor and apparatus. I can copy a partner's sequence on floor and apparatus. I can perform easy combinations of contrasting actions. I can choose combinations that work in my sequences. 	<p>DANCE</p> <ul style="list-style-type: none"> I can improvise freely on my own and with a partner, translating ideas from a stimulus to a movement.

- I know what to think about when our team has and hasn't got the ball.
- I know how to organise myself differently to play each of the games successfully.
- I can understand patterns of play- if ball is in a certain position I know where players should be.

- I can keep up an activity over a period of time and know what they need to warm up and cool down for dance.



STRIKING AND FIELDING

- I can consolidate and develop the range and consistency of my skills in striking and fielding games.
- I can recognise how specific activities affect my body.
- I understand the importance of keeping warm.

MULTISKILLS AND ATHLETICS

- I can choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.
- I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.
- I can recognise and describe what my body feel like during different types of activity.
- I can describe what happens to my heart, breathing and temperature during different types of athletic activity

OUTDOOR & ADVENTUROUS

- I can orientate simple maps and plans
- I can mark control points in correct position on my map or plan (e.g. where they find an object when following a photo trail)
- I can find my way back to a base point.
- I can co-operate to share roles within a group
- I can listen to other children's ideas when planning a task
- I can change my ideas if they are not working
- I can take responsibility for a role within the group
- I can recognise that some outdoor adventurous activities can be dangerous
- I can follow rules to keep myself and others safe
- I can select appropriate equipment/route/people to solve a problem successfully
- I can choose effective strategies and change ideas if not working

SWIMMING

- I can swim competently, confidently and proficiently over a distance of at least 25m
- I can use a range of strokes effectively e.g. front crawl, backstroke, breaststroke
- I can perform safe self-rescue in different water based situations.

<p>SPANISH</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can accurately repeat the sounds in the Spanish alphabet I can pronounce Spanish words clearly so they can be understood by others I can ask others short questions (eg what their name is, or how old they are) and I can respond to these questions using a short sentence, or phrase I can sing a short Christmas song I can use el/la/un/una when I am saying a noun I can listen carefully to simple songs and rhymes in Spanish and then join in I can recognize and use the numbers from 1 -10 I can ask and answer a simple question about my age I can respond to simple classroom instructions 		<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can pronounce Spanish words clearly so they can be understood by others I can use a sentence, or short phrase, to respond to a question about how I am feeling I can ask others how they are feeling, using a full sentence I can simply describe a noun using the correct article and an agreeing adjective (in speaking) I can understand simple spoken descriptions that use the vocabulary I have learnt <p>Reading & Writing</p> <ul style="list-style-type: none"> I can read and understand simple descriptions that use the vocabulary I have learnt I can simply describe a noun using the correct article and an agreeing adjective (in writing) 		<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can describe objects and characters from a book I have read using short phrases I can speak in a full sentence, using words and grammatical structures from a book I have read as a scaffold <p>Reading</p> <ul style="list-style-type: none"> I can read and understand a short passage using familiar language I can explain the main points in a short passage <p>Writing</p> <ul style="list-style-type: none"> I can write simple phrases from memory - based on what I have read <i>I can use my knowledge of grammar to speak correctly</i> <i>I can use vocabulary introduced as part of the new topic</i> <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i> 				
<p>RELIGIOUS EDUCATION</p> <p>IOW locally agreed syllabus</p> <p>Living Difference 3</p>	<p>Autumn 1 Message (c) Concept A Jesus' teaching and messages</p> <p>Autumn 2 Images: Angels (c) Concept B Angels</p>		<p>Spring 1 Rites of Passage (C/H) Concept B Ritual</p> <p>Spring 2 Symbol (c) Concept B Symbol of the cross</p>		<p>Summer 1 Creation (H) Concept B Creation stories</p> <p>Summer 2 Protection (H) Concept A Raksha Bandhan</p>				
<p>COMMUNICATE</p> <ul style="list-style-type: none"> I can begin to describe my responses to my experiences of the concepts studied. 		<p>APPLY</p> <ul style="list-style-type: none"> I can begin to describe examples of how my responses are, or can be, applied in my own life and the lives of others. 		<p>ENQUIRE</p> <ul style="list-style-type: none"> I can begin to describe key concepts that are common to all people, as well as those, that are common to the lives of many living a religious life. 		<p>CONTEXTUALISE</p> <ul style="list-style-type: none"> I can begin to describe ways in which these concepts are expressed by people living within specific religions. 		<p>EVALUATE</p> <ul style="list-style-type: none"> I can begin to evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised. 	

PSHE / RSE	<p>ME AND MY RELATIONSHIPS</p> <p>Cooperation.</p> <ul style="list-style-type: none"> I can usually accept the views of others and understand that we don't always agree with each other. <p>Friendships.</p> <ul style="list-style-type: none"> I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out. 	<p>KEEPING MYSELF SAFE</p> <p>Managing risk</p> <ul style="list-style-type: none"> I can say what I could do to make a situation less risky or not risky at all. <p>Drugs and their risks</p> <ul style="list-style-type: none"> I can say why medicines can be helpful or harmful. <p>Staying safe online</p> <ul style="list-style-type: none"> I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. 	<p>BEING MY BEST</p> <p>Keeping myself healthy</p> <ul style="list-style-type: none"> I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this. <p>Celebrating and developing my skills</p> <ul style="list-style-type: none"> I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.
	<p>VALUING DIFFERENCE</p> <p>Recognising and respecting diversity.</p> <ul style="list-style-type: none"> I can give examples of different community groups and what is good about having different groups. <p>Being respectful and tolerant.</p> <ul style="list-style-type: none"> I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. 	<p>RIGHTS AND RESPONSIBILITIES</p> <p>Skills we need to develop as we grow up</p> <ul style="list-style-type: none"> I can say some ways of checking whether something is a fact or just an opinion. <p>Helping and being helped</p> <ul style="list-style-type: none"> I can say how I can help the people who help me, and how I can do this. I can give an example of this 	<p>GROWING AND CHANGING</p> <p>Relationships</p> <ul style="list-style-type: none"> I can name a few things that make a positive relationship and some things that make a negative relationship. <p>Menstruation</p> <ul style="list-style-type: none"> I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. <p>Keeping safe</p> <ul style="list-style-type: none"> I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.