

Year3 Objectives Coverage

Year 3 Art

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<u>Curriculum Non-negotiables</u>	<u>A Little Nonsense</u>	<u>Rock On</u>	<u>Fighting Back</u>	<u>Flora and Fauna</u>	<u>Gippeswyk</u>	<u>World of Water</u>
1. <u>Drawing</u> : Explores shading, using different media.						
2. <u>Drawing</u> : Explore the different ways we can use different media and surfaces to create an image.						
3. <u>Painting</u> : Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes.						
4. <u>Sculpture</u> : Explores and recreates patterns and textures with an extended range of materials and tools.						

Year 3 Computing

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<b><u>Curriculum Non-negotiables</u></b>	<b><u>A Little Nonsense</u></b>	<b><u>Rock On</u></b>	<b><u>Fighting Back</u></b>	<b><u>Flora and Fauna</u></b>	<b><u>Gippeswyk</u></b>	<b><u>World of Water</u></b>
<u>Programming</u> To create an algorithm for an animated scene in the form of a storyboard.						
<u>Programming</u> To write a program to create the animation.						
<u>Programming</u> To correct mistakes in the program.						
<u>Computational thinking</u> To develop strategies for finding errors in programs.						
<u>Computational thinking</u> To develop strategies for solving problems in programs.						
<u>Computational thinking</u> To recognise common types of bug in programs.						
<u>Creativity</u> To understand how to shoot live video.						
<u>Creativity</u> To understand how to edit video.						
<u>Creativity</u> To understand what makes an effective video.						
<u>Computer networks</u> To understand the hardware needed for computer networks.						
<u>Computer networks</u> To develop a basic understanding of how domain names are converted to IP addresses.						

<u>Computer networks</u> To understand some diagnostic tools for investigating networks.						
<u>Communication / collaboration</u> To understand how email works.						
<u>Communication / collaboration</u> To develop an awareness of e-safety when emailing.						
<u>Communication / collaboration</u> To gain skills in using email.						
<u>Productivity</u> To understand some elements of survey design.						
<u>Productivity</u> To understand some ethical and legal aspects of online data collection.						
<u>Productivity</u> To gain skills in interpreting results.						

Year 3 DT

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<b><u>Curriculum Non-negotiables</u></b>	<b><u>A Little Nonsense</u></b>	<b><u>Rock On</u></b>	<b><u>Fighting Back</u></b>	<b><u>Flora and Fauna</u></b>	<b><u>Gippeswyk</u></b>	<b><u>World of Water</u></b>
1. <i>Identify the strengths and weaknesses of their design ideas.</i>						
2. <i>Decide which design idea to develop.</i>						
3. <i>Consider and explain how the finished product could be improved.</i>						
4. <i>Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.</i>						
5. <i>Use annotated sketches to generate, model, develop and communicate ideas.</i>						
6. <u>Construction:</u> Investigate and analyse a range of existing products.						
7. <u>Construction:</u> Make structures more stable by giving them a wide base.						
8. <u>Construction:</u> Understand how to stiffen and make structures more stable using diagonal struts.						

9. <u>Textiles</u> : Investigate pattern making when using dye products.						
10. <u>Textiles</u> : Understand safety rules when using dyes.						
11. <u>Textiles</u> : Select from and use a range of materials according to their functional and aesthetic qualities.						
12. <u>Food Technology</u> : Understand and apply the principles of a healthy and varied diet						
13. <u>Food Technology</u> : Consider the needs of the consumer, following a design brief.						
14. <u>Food Technology</u> : Analyse the taste, texture, smell and appearance of a range of foods						

Year 3 Geography

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<b><u>Curriculum Non-negotiables</u></b>	<b><u>A Little Nonsense</u></b>	<b><u>Rock On</u></b>	<b><u>Fighting Back</u></b>	<b><u>Flora and Fauna</u></b>	<b><u>Gippeswyk</u></b>	<b><u>World of Water</u></b>
1. <u>Location Knowledge</u> : To name and locate counties and cities of the United Kingdom.						
2. <u>Location Knowledge</u> : To know geographical regions and their identifying human and physical features.						
3. <u>Location Knowledge</u> : To understand key topographical features (including hills, mountains, coasts and river.						
4. <u>Location Knowledge</u> : To recognise land-use patterns and understand how some of these aspects have changed over time.						
5. <u>Location Knowledge</u> : To identify Northern, Southern hemispheres and the Equator.						
6. <u>Place Knowledge</u> : To be able to explain physical and human features of locations in the UK.						
7. <u>Place Knowledge</u> : To be able to find similarities and differences between different locations within the United Kingdom.						
8. <u>Place Knowledge</u> : To compare a country within the UK with a country in Eastern Europe and Western Europe.						

9. <u>Physical Geography</u> : To understand the water cycle.						
10. <u>Physical Geography</u> : To know the physical features of rivers and mountains.						
11. <u>Physical Geography</u> : To know key vocabulary.						
12. <u>Human Geography</u> : To know different types of settlement and land use.						
13.. <u>Skills and Fieldwork</u> : To use atlases, maps and globes to locate countries and cities.						
14. <u>Skills and Fieldwork</u> : To use compass directions(N,S,E,W) to describe the location.						
15. <u>Skills and Fieldwork</u> : To be able to use four-figure grid references and compass directions on a map.						
16. <u>Skills and Fieldwork</u> : To be able to read symbols/keys on a map.						
17. <u>Skills and Fieldwork</u> : To be able to carry out field work to identify physical/ human geographical features.						

Year 3 History

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<b><u>Curriculum Non-negotiables</u></b>	<b><u>A Little Nonsense</u></b>	<b><u>Rock On</u></b>	<b><u>Fighting Back</u></b>	<b><u>Flora and Fauna</u></b>	<b><u>Gippeswyk</u></b>	<b><u>World of Water</u></b>
1. <u>Chronology</u> : To sequence events in history.						
2. <u>Chronology</u> : To link key people to events in history.						
3. <u>Chronology</u> : Have a chronologically secure understanding of British and local history						
4. <u>Chronology</u> : To establish clear narratives within periods in history.						
5. <u>Chronology</u> : To increasingly recognise that history can be divided into periods of time.						
6. <u>Chronology</u> : Place the time studied on a timeline.						
7. <u>Local history</u> : To be able to use secondary sources to compare past and present						
8. <u>Local history</u> : To investigate how Ipswich has changed over time.						
9. <u>Local history</u> : To be able to explain how an area has changed over time and why						

10. <u>Local history</u> : To know about significant events and people in history from the local area.						
11. <u>Local history</u> : Understand why places change over time.						
12. <u>British History</u> : To be able to ask questions relating to the past.						
13. <u>British History</u> : To know changes in Britain from the Stone Age to the Iron age.						
14. <u>British History</u> : To know about iron age hill forts, tribal kingdoms, farming art and culture.						
15. <u>British History</u> : To know about late Neolithic hunter-gatherers and early farmers.						
16. <u>British History</u> : To be able to study a significant community lifestyle.						
17. <u>British History</u> : To make links between periods in history						
18. <u>Significant Events</u> : To know about the Roman Empire and the power of its army.						
19. <u>Significant Events</u> : To know about the British resistance .						
20. <u>Significant Events</u> : Understand that history is subjective.						

Year 3 Music

	<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<u>Curriculum Non-negotiables</u>		Character Painting through music (A Little Bit of Nonsense - Roald Dahl)	Rock Music - Composing and Performing a Rock Song (Stone Age)	Mood and Movies (Fighting Back)	African Music (Flora and Fauna)	Painting through music - composers who have used water as their inspiration (Gippeswyk)	Painting through music - composers who have used water as their inspiration (World of Water)
Can combine sounds with movement and narrative.							
Is beginning to demonstrate an increased understanding and use of basic musical features and can describe the quality of sounds.							
Can name common classroom instruments.							
Begin to recognise how musical elements can be used together to compose descriptive music.							
Can sing in tune with a limited pitch range and perform with a good sense of pulse.							
Can work with several layers of sound and have an awareness of the combined effect.							
Begins to show awareness of audience when performing.							
Begins to group symbol notation together to show tempo.							
Begins to listen with increasing concentration to a piece of music.							

Can maintain a simple singing part within an ensemble.						
Can recognise and create repeated patterns.						
Is introduced to Western musical notation.						
Can perform with a sense of pulse and awareness of what others are playing.						

Year 3 PE

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
Games			Football / basketball	Football / basketball		
Gymnastics						
Games -Striking and fielding						
Sports day practice (athletics)						
OAA team building						

Year 3 PSHE

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<u>Curriculum Non-negotiables</u>	<u>A Little Nonsense</u>	<u>Rock On</u>	<u>Fighting Back</u>	<u>Flora and Fauna</u>	<u>Gippeswyk</u>	<u>World of Water</u>
Consider how to impact on other's feelings.						
Consider how people's actions can affect a person's rights.						
Show awareness of the concepts of borrowing and enterprising.						
Consider what informs our diet choices.						
Consider how stereotypes affect the way we treat people.						
Identify strategies to manage feelings						

Year 3 RE

<u>Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Curriculum Non-negotiables</u></b>			
Describe some of the things that are the same and different for religious people.			
Ask important questions about life and compare my ideas with those of other people.			
Describe what a believer might learn from a religious story.			
Link things that are important to me and other people with the way I think and behave.			
Use religious words to describe some different ways in which people show their beliefs.			
Compare some of the things that influence me with those that influence other people.			

Year 3 Science

<u>Term</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<u>Curriculum Non-negotiables</u>	<u>A Little Nonsense</u>	<u>Rock On</u>	<u>Fighting Back</u>	<u>Flora and Fauna</u>	<u>Gippeswyk</u>	<u>World of Water</u>
1. Asking relevant questions and using different types of enquiry to answer them.						
2. Setting up simple practical enquiries, comparative and fair tests.						
3. Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers.						
4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions						
5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.						
6. Reporting on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions.						
7. <u>Plants</u> : identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.						

8. <u>Plants</u> : 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.						
9. <u>Plants</u> : investigate the way in which water is transported within plants						
10. <u>Plants</u> : explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.						
11. <u>Animals including humans</u> : 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.						
12. <u>Animals including humans</u> : identify that humans and some other animals have skeletons and muscles for support, protection and movement.						
13. <u>Animals including humans</u> : construct and interpret a variety of food chains, identifying producers, predators and prey.						
14. <u>Rocks</u> : compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.						
15. <u>Rocks</u> : describe in simple terms how fossils are formed when things that have lived are trapped within rock.						
16. <u>Rocks</u> : recognise that soils are made from rocks and organic matter.						

17. <u>Light</u> : recognise that they need light in order to see things and that dark is the absence of light.						
18. <u>Light</u> : notice that light is reflected from surfaces.						
19. <u>Light</u> : recognise that light from the sun can be dangerous and that there are ways to protect their eyes.						
20. <u>Light</u> : recognise that shadows are formed when the light from a light source is blocked by a solid object.						
21. <u>Light</u> : find patterns in the way that the size of shadows change.						
22. <u>Forces &amp; Magnets</u> : compare how things move on different surfaces.						
23. <u>Forces &amp; Magnets</u> : notice that some forces need contact between two objects, but magnetic forces can act at a distance.						
24. <u>Forces &amp; Magnets</u> : observe how magnets attract or repel each other and attract some materials and not others.						
25. <u>Forces &amp; Magnets</u> : 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.						
26. <u>Forces &amp; Magnets</u> : describe magnets as having two poles.						

27. Forces & Magnets: predict whether two magnets will attract or repel each other, depending on which poles are facing.

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