

Year 3 National Curriculum Coverage

	Autumn	Spring	Summer
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Impact of the Railways	Changes in Britain from the Stone Age to the Iron Age	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	<p>Where I Live</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, concentrating on their: environmental regions, key physical and human characteristics, countries, major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Water and the Water Cycle</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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, major cities. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Changing Jobs</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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, major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region in a European country and a region in North or South America.

Year 3 National Curriculum Coverage

	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
Computing	<p><u>E-Safety – Digital Literacy and Online Safety</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Communication and Collaboration</u></p> <ul style="list-style-type: none"> 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 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 	<p><u>Real Life Algorithms</u></p> <ul style="list-style-type: none"> 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 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
Design Technology	<p><u>Mechanisms - Levers and pulleys</u></p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, and prototypes. Evaluate their ideas and products against their 	<p><u>Food - Design a home-made meal</u></p> <ul style="list-style-type: none"> 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 	<p><u>Structures - Mazes</u></p> <ul style="list-style-type: none"> Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Year 3 National Curriculum Coverage

	<p>own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks - cutting, shaping Understand and use mechanical systems in their products - Levers and Linkages 	<ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including textiles 			
Art	<p>Painting – Fantasy/Surrealism Landscapes</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and printing, with a range of materials. Make creative choices around colour and design and be able to discuss these. Begin to understand how light and shade can contribute to a composition. 	<p>Artist Study - Hokusai</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and painting with a range of materials. About great artists in history. Develop techniques for creating perspective in a composition. Understanding how light/ shade and tone can contribute to a composition. 	<p>3D Sculpting – People and Still Life</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and sculpture to develop and share their ideas, experiences and imagination. To manipulate malleable materials to a desired form and shape. 			
Music	<p>Ten Pieces – Trailblazers!</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality and recorded music drawn from great composers 	<p>Recorder Course</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations 	<p>Hands Feet and Heart</p> <ul style="list-style-type: none"> 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 inter-related dimensions of music 			
PE	<p>Team games</p> <ul style="list-style-type: none"> developing simple tactics for attacking and defending cooperation, enjoyment, team work <p>Multi / basic skills</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance running, jumping, 	<p>Invasion games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending <p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>Fitness Circuit</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Invasion games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending <p>OAA</p> <ul style="list-style-type: none"> problem solving and challenges 	<p>Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>Striking and fielding</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Net and wall games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination <p>OAA</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually

Year 3 National Curriculum Coverage

	throwing and catching in isolation and in combination				and within a team
PSHE	Theme 1: Created and Loved by God Health and Wellbeing <ul style="list-style-type: none"> Religious understanding of the human person: loving myself. Me, my body and my health Emotional well-being and attitudes Life Cycles and fertility 	Theme 2: Created to love others Relationships <ul style="list-style-type: none"> Religious understanding of human relationships: loving others Personal relationships Keeping safe and people who can help me 	Theme 3: Created to live in community (local, national and global) Living in the Wider World <ul style="list-style-type: none"> Religious understanding of the importance of human communities Living in the wider world Economic wellbeing: Money and aspirations, work and career 		
MFL	Unit 1 Je Parle Francais! <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied: feminine, masculine forms 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 	Unit 2 Je Me Presente <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	Unit 3 Moi Et Ma Famille <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding using familiar vocabulary, phrases and basic language structures Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations 		