

Year 3 Curriculum 2019 2020

DT	Autumn	Spring	Summer
Design: investigate and analyse a range of existing products	✓		
To generate, develop, model and communicate their ideas through discussion, annotated sketches	✓		
Make: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	✓		
Evaluate: their ideas and products against their own design criteria and consider the views of others to improve their work	✓		
Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	✓		
apply their understanding of computing to program, monitor and control their products	✓		
understand how key events and individuals in design and technology have helped shape the world	✓		

HISTORY	Autumn	Spring	Summer
To know about changes in Britain from the Stone Age to the Iron Age	✓		
To know about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae	✓		
Bronze Age religion, technology and travel, for example, Stonehenge	✓		
Iron Age hill forts: tribal kingdoms, farming, art and culture	✓		
The Roman Empire and its impact on Britain		✓	
Julius Caesar's attempted invasion in 55-54 BC		✓	
the Roman Empire by AD 42 and the power of its army.		✓	
successful invasion by Claudius and conquest, including Hadrian's Wall.		✓	
British resistance, for example, Boudica		✓	

Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		✓	
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MUSIC	Autumn	Spring	Summer
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	✓		
listen with attention to detail and recall sounds with increasing aural memory		✓	
use and understand staff and other musical notations Graphic notation for Y3		✓	
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		✓	
develop an understanding of the history of music.	✓		

ART	Autumn	Spring	Summer
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓		
to create sketch books to record their observations and use them to review and revisit ideas	✓		
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	✓		
about great artists, architects and designers in history.			✓

GEOGRAPHY	Autumn	Spring	Summer
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			
describe and understand key aspects of: physical geography, including: volcanoes and earthquakes		✓	
describe and understand key aspects of: human geography, including: types of settlement	✓		
<u>Geographical skills and Fieldwork</u>			✓
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
use the points of a compass 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	Autumn	Spring	Summer
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			✓
understand computer networks including the internet		✓	
use search technologies effectively		✓	
Select and 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.	✓		

SCIENCE	Autumn	Spring	Summer
Pupils should be taught to use the following practical scientific methods, processes and skills: asking relevant questions and using different types of scientific enquiries to answer them			
setting up simple practical enquiries, comparative and fair tests			
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions			
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables			
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			
identifying differences, similarities or changes related to simple scientific ideas and processes			
using straightforward scientific evidence to answer questions or to support their findings.			
PLANTS			
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			✓
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			✓
investigate the way in which water is transported within plants			✓

explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			✓
ANIMALS INCLUDING HUMANS			
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			✓
identify that humans and some other animals have skeletons and muscles for support, protection and movement.			✓
ROCKS			
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	✓		
describe in simple terms how fossils are formed when things that have lived are trapped within rock	✓		
recognise that soils are made from rocks and organic matter	✓		
FORCES AND MAGNETS			
compare how things move on different surfaces		✓	
notice that some forces need contact between two objects, but magnetic forces can act at a distance		✓	
observe how magnets attract or repel each other and attract some materials and not others		✓	
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		✓	
describe magnets as having two poles		✓	
predict whether two magnets will attract or repel each other, depending on which poles are facing.		✓	
LIGHT			
recognise that they need light in order to see things and that dark is the absence of light	✓		
notice that light is reflected from surfaces	✓		
recognise that light from the sun can be dangerous and that there are ways to protect their eyes	✓		
recognise that shadows are formed when the light from a light source is blocked by an opaque object	✓		

Find patterns in the way that the size of shadows change.	✓		
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PE	Autumn	Spring	Summer
use running, jumping, throwing and catching in isolation and in combination			✓
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending			✓
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		✓	
perform dances using a range of movement patterns	✓		
take part in outdoor and adventurous activity challenges both individually and within a team	✓		
compare their performances with previous ones and demonstrate improvement to achieve their personal best.			✓
swim competently, confidently and proficiently over a distance of at least 25 metres			
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			
perform safe self-rescue in different water-based situations			

LANGUAGES	Autumn	Spring	Summer
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; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		✓	
speak in sentences, 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			✓

present ideas and information orally to a range of audiences			✓
read carefully and show understanding of words, phrases and simple writing		✓	
appreciate stories, songs, poems and rhymes in the language			✓
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			✓
write phrases from memory, and adapt these to create new sentences, to express ideas clearly			✓
describe people, places, things and actions orally and in writing	✓		
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English			✓