

## Year 3 Wider Curriculum

	Autumn	Spring	Summer
<b>Science</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Forces and Magnets</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Plants.</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Light</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>

<b>Geography</b>	<p><b>Where do we live?</b>  <b>Locational knowledge</b>  Name and locate counties and cities of the UK, 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> <p><b>Geographical skills and fieldwork</b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>What is a biome and where in the world are they?</b>  <b>Locational knowledge</b>  Identify the position and significance of the Equator, Arctic and Antarctic Circle.</p> <p><b>Human and physical geography</b>  Describe and understand key aspects of biomes and vegetation belts. Types of settlement and land use</p> <p><b>Geographical skills and fieldwork</b>  Use maps, atlases, GLOBES and digital /computer mapping to locate countries and describe features studied</p>	<p><b>How do people decide where to live?</b>  <b>Place knowledge</b>  Look at geographical regions and identify human and physical characteristics  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Human and physical geography</b>  Land use patterns; understanding how these uses have changed over time  Types of settlement and land use</p> <p><b>Geographical skills and fieldwork</b>  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 technology.</p>
<b>History</b>	<p><b>Did the Victorians have an effect on our life today?</b>  A local history study.</p>	<p><b>What was so special about the Egyptians?</b>  the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p><b>What significant inventions were created during the Victorian era?</b>  A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.</p>
<b>Art</b>	<p><b>How does Klee represent mood in his artwork?</b></p> <ul style="list-style-type: none"> <li>• Children are expected to create sketch books to record their observations</li> </ul>	<p><b>Artists Cathy Riley and Raphael</b></p> <ul style="list-style-type: none"> <li>• Introduce sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<p><b>How can we use textiles to create artwork?</b></p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing,</li> </ul>

	<p>and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>• They should be working to improve their mastery of art and design techniques, e.g. painting, drawing, sculpture with a range of materials (charcoal, pencil, paint, pastels, clay)</li> <li>• They should learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their mastery of drawing.</li> <li>• <i>Experiment with different grades of pencil and other implement</i></li> </ul>	<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<b>I.T.</b>			
<b>D.T.</b>	<p><b>Eating Seasonally – Cooking and nutrition</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<p><b>Pneumatic toys – Mechanisms</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform</li> </ul>	<p><b>Cushions – Textiles</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p>

	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<b>MFL</b>			
<b>Music</b>			
<b>P.E.</b>			

<b>R.E.</b>			
<b>PSHE</b>			
<b>Citizenship</b>			