

<b>Plants</b> <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(light, water, nutrients from soil, room to grow)</li> <li>Investigate the way 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>	<b>S C I E N C E</b>	<b>Light</b> <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. 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>Rocks</b> <ul style="list-style-type: none"> <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>		<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition and 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>	
<b>Forces and magnets</b> <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, 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>		<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.</li> </ul>	
<b>ART</b> <ul style="list-style-type: none"> <li>Draws familiar things from different viewpoints</li> <li>Uses line, tone, and shade to represent things seen, remembered or imagined. Represents things using colour/ tools</li> <li>Introduces different types of brushes</li> <li>Create printing blocks, creates repeating pattern. Print with two colour overlay.</li> </ul>	<b>Year 3 Curriculum Skills Coverage CYCLE A</b>	<b>MUSIC</b> <ul style="list-style-type: none"> <li>Identify tempo and Dynamics using musical vocabulary</li> <li>Identify instruments/ describe mental images produced by sound/music</li> <li>Accurately play correct notes on tuned instruments/ perform with increasing dexterity. SING with expression</li> <li>Compose rhythms and notes individually in sections of music/ Understand basic pitch and rhythmic notation (pitch/crotchet/quaver etc)</li> </ul>	
<b>History</b>		<b>Geography</b>	
<ul style="list-style-type: none"> <li>Place events from the time studied on a time</li> <li>Sequence events or artefacts</li> <li>Use dates relating to the passing of time</li> <li>Identify some of the differences and similarities between the periods</li> <li>Give a few reasons for and results of the main events and changes</li> <li>Understand some of the main events, people and changes from the past</li> <li>Describe and explain simple concepts such as cause and effect.</li> <li>Are aware that there are different types of sources and are beginning to make deductions from them</li> <li>Ask relevant questions about sources</li> <li>Identify some of the different ways in which the past is represented.</li> <li>Begin to use simple historical language to communicate.</li> </ul>		<ul style="list-style-type: none"> <li><b>Location Knowledge</b></li> <li>Know about the local area. Describe simply where places are in the local area</li> <li><b>Knowledge and Interpretation</b></li> <li>Describe what gives the local area character and simply describe what other places are like beyond this area</li> <li><b>Human and Physical Geography</b></li> <li>Observe and describe physical and human features of the local area. Begin to compare these features to another place beyond the local area.</li> <li>Begin to understand how people affect environment</li> <li><b>Geographical Skills and Field work</b></li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</li> <li>Use FIELDWORK to observe, measure and record the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>	

<b>ICT</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Make choices on which program is best for a given task</li> <li>• Use a search engine effectively</li> <li>• Use various software to design content and present information</li> <li>• Understand the basic structure of a database and add data to a pre-made database and use this to create graphs and charts.</li> </ul>	<b>PE</b>	<b>Games &amp; Athletics</b> <ul style="list-style-type: none"> <li>• Keep a game going using a range of throws</li> <li>• Effectively play a competitive net/ wall game</li> <li>• Keep and use rules</li> <li>• Develop marking &amp; fielding</li> <li>• Demonstrate agility and speed, throw with speed and apply appropriate force</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvements to achieve their personal best.</li> <li>•</li> </ul>
	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>• Follow a simple search to find specific information from a website</li> <li>• Begin to understand how websites work</li> <li>• Understand a website has a unique address</li> <li>• Identify how different web pages are organised, eg graphics, hyperlinks, text</li> <li>• To recognise acceptable and unacceptable behaviour online</li> </ul>		<b>Dance &amp; Gymnastics</b> <ul style="list-style-type: none"> <li>• Explore and create characters and narratives.</li> <li>• Develop a range of actions, body shapes and include performance</li> <li>• Describe how their body reacts to different situations</li> <li>• Create a gymnastic sequence that meet a theme or set of objectives</li> <li>• ideas from different dance styles and compose dances expressively</li> <li>• Compare their performances with previous ones and demonstrate improvements to achieve their personal best</li> </ul>
<b>Languages (Spanish)</b> <ul style="list-style-type: none"> <li>• 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 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.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures. Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Write phrases from memory and adapt these to create new sentences, to express ideas clearly. Describe people, places and things and actions orally and in writing</li> <li>• Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and conjugation of the high-frequency words: key features and patterns of the language.</li> </ul>			
<b>DESIGN AND TECHNOLOGY</b>		<b>FOREST AND FARM SCHOOL</b>	<b>Cooking &amp; Nutrition</b> <ul style="list-style-type: none"> <li>• Demonstrate hygienic food preparation and storage</li> <li>• That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate</li> <li>• How to prepare simple dishes safely and hygienically with a heat source..</li> <li>•</li> <li>• See also Science 'Plants' objectives.</li> </ul> <p><b><u>All Children will – grow fresh produce/ produce a product to sell/ Plan and cater for an event for the outside community.</u></b></p>
<ul style="list-style-type: none"> <li>• To generate ideas for an item, considering its purpose and the user/s</li> <li>• To identify a purpose and establish criteria for a successful product</li> <li>• To plan the order of their work</li> <li>• To explore, develop and communicate design proposals by modelling ideas</li> <li>• To make drawings with labels when designing</li> </ul>			<b>Wellbeing</b> <ul style="list-style-type: none"> <li>• To encourage curiosity and exploration and use of all senses</li> <li>• To empower children in the natural environment</li> <li>• To increase co-operation with peers</li> <li>• To encourage spatial awareness, motor development and problem solving skills</li> <li>• To review and recognise their own personal achievements</li> </ul>
<ul style="list-style-type: none"> <li>• To select tools and techniques for making their product</li> <li>• Measure, mark out, cut, score and assemble components more accurately</li> <li>• To work safely with a range of simple tools</li> <li>• To think about their ideas as they make progress and be willing to change if this helps them improve their work</li> <li>• To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li> </ul>			
<ul style="list-style-type: none"> <li>• To evaluate their product against the original design criteria, eg How well it meets its intended purposes</li> <li>• To disassemble and evaluate familiar products..</li> </ul>			



