

Year Three Overview of National Curriculum Coverage



Subject	Autumn Term	Spring Term	Summer Term
Science	<p>Y3</p> <p>1a – Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>1b – Explore the requirements of plants for life (air, light, water, nutrients from soils, and room to grow) and how they vary from plant to plant</p> <p>1c – Investigate the way in which water is transported within plants</p> <p>1d – Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>4a – Recognise that they need light in order to see things and that dark is the absence of light</p> <p>4b – Notice that light is reflected from surfaces</p> <p>4c – Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>4d – Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>4e – Find patterns in the way that the size of shadows change</p>	<p>Y3</p> <p>2a – Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>2b – Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>3a – compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>3b – describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3c – recognise that soils are made from rocks and organic matter</p>	<p>Y3</p> <p>5a – Compare how things move on different surfaces</p> <p>5b – Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>5c – Observe how magnets attract or repel each other and attract some materials and not others</p> <p>5d - 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</p> <p>5e – Describe magnets as having two poles</p> <p>5f – Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>
History	<p>1a - Changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>1b - The Roman Empire and its impact on Britain <i>This could include:</i></p> <ul style="list-style-type: none"> 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, e.g. Boudica “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Geography	<p>1a - 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, and major cities</p> <p>1b - 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> <p>1c - Identify the position and significance of latitude, longitude, EQUATOR, NORTHERN HEMISPHERE, SOUTHERN HEMISPHERE,</p>	<p>1a - 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, and major cities</p> <p>1c - 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> <p>2a – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in the European country, and a region within NORTH or South AMERICA</p>	<p>1a - 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, and major cities</p> <p>1b - 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> <p>4a - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Vocabulary</p>

	<p>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>3b – 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> <p>4a - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>4b - Use the eight points of a compass, four and six-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</p> <p>4c – 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>Key Vocabulary Equator, Northern Hemisphere, Southern Hemisphere, Counties, Continents</p>	<p>3a - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, MOUNTAINS, VOLCANOES AND EARTHQUAKES, and the water cycle</p> <p>4a - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>4b - Use the eight points of a compass, four and six-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</p> <p>Key Vocabulary Equator, Northern Hemisphere, Southern Hemisphere, Counties, Continents</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, Counties, Continents</p>
Computing	<p>1e – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>1f – 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.</p> <p>1g - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>1a – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>1b – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>1c – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>1f - 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.</p>	<p>1d - 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> <p>1e - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>1f – 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.</p> <p>1g - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Art and Design	<p>1a – Create sketch books to record their observations and use them to review and revisit ideas</p> <p>1b - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	<p>1a - Create sketch books to record their observations and use them to review and revisit ideas</p> <p>1b - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>	<p>1a - Create sketch books to record their observations and use them to review and revisit ideas</p> <p>1b - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>1c - About great artists, architects and designers in history</p>
Design and Technology	<p>1a – 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</p> <p>1b – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>2a – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately</p>	<p>1a – 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</p> <p>1b – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>2a – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately</p>	<p>1a – 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</p> <p>1b – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>2a – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately</p>

	<p>2b – 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</p> <p>3b – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>2b – 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</p> <p>3a – Investigate and analyse a range of existing products</p> <p>3b – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>4a - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>2b – 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</p> <p>3a – Investigate and analyse a range of existing products</p> <p>3b – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>3c – Understand how key events and individuals in design and technology have helped shape the world</p> <p>4a - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>4b - Understand and use mechanical systems in their products (for example, GEARS, pulleys, cams, levers and linkages)</p>
Religious Education	<p>1a – Enquire into concepts that are significant in religions and human experience</p> <p>1b – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p>1c – Evaluate the concept within one or more religions</p> <p>1d – Communicate their own understanding of, and response to, the concept</p> <p>1e – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p>2a – Describe concepts that are important to both religious and non-religious people</p> <p>2b – Explain how a concept is expressed in one or more religions</p> <p>2c – Explain their views about how a concept is expressed in religions</p> <p>2d – Describe and explain their own responses to a concept</p> <p>2e – Describe when and how a concept has applied to experiences in their own and others’ lives</p> <p>5b – Study concepts that are common to religious and non-religious experience</p> <p>Christianity –</p> <p>1a – The Christian idea of God, as Father, Son and Holy Spirit and as Creator, Saviour, Comforter, Almighty</p> <p>1b – The Christian story of salvation</p> <p>2a – Aspects of Jesus’ life as told in the Gospel stories</p> <p>5a – Christmas</p>	<p>1a – Enquire into concepts that are significant in religions and human experience</p> <p>1b – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p>1c – Evaluate the concept within one or more religions</p> <p>1d – Communicate their own understanding of, and response to, the concept</p> <p>1e – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p>2a – Describe concepts that are important to both religious and non-religious people</p> <p>2b – Explain how a concept is expressed in one or more religions</p> <p>2c – Explain their views about how a concept is expressed in religions</p> <p>2d – Describe and explain their own responses to a concept</p> <p>2e – Describe when and how a concept has applied to experiences in their own and others’ lives</p> <p>3a – Describe and explain concepts that are common to many religions</p> <p>3b – Describe and explain how a concept is expressed in different ways in Christianity and one (or more) other religions</p> <p>3c – Describe and explain their own opinions about the way religious concepts are expressed</p> <p>3d – Describe and explain their own views about a concept</p> <p>3e – Describe and explain when and how a concept has applied to events or experiences in their own and others’ lives</p> <p>5a – Study of Christianity and 2 other religions</p> <p>5b – Study concepts that are common to religious and non-religious experience</p> <p>5c – Study of concepts that are common to many religions and that are used in the study of religion</p> <p>Christianity –</p> <p>4a – The main sources of teaching about values e.g.:</p> <ul style="list-style-type: none"> - The Ten Commandments - The Two Great Commandments - The Sermon on the Mount <p>4b – Christian teaching about the importance of specific values, e.g.:</p> <ul style="list-style-type: none"> - Love, forgiveness, self-sacrifice, justice, commitment 	<p>1a – Enquire into concepts that are significant in religions and human experience</p> <p>1b – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p>1c – Evaluate the concept within one or more religions</p> <p>1d – Communicate their own understanding of, and response to, the concept</p> <p>1e – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p>3a – Describe and explain concepts that are common to many religions</p> <p>3b – Describe and explain how a concept is expressed in different ways in Christianity and one (or more) other religions</p> <p>3c – Describe and explain their own opinions about the way religious concepts are expressed</p> <p>3d – Describe and explain their own views about a concept</p> <p>3e – Describe and explain when and how a concept has applied to events or experiences in their own and others’ lives</p> <p>Christianity</p> <p>6d – Rites of passage in different churches</p> <ul style="list-style-type: none"> - The way different Christians celebrate rites of passage: birth, initiation, marriage, death <p>Judaism</p> <p>5c – The symbolism and significance of important rites of passage</p> <ul style="list-style-type: none"> - Bar and Mat Mitzvah - Marriage

		<p>6a – Examples of worship of at least two contrasting Christian denominations</p> <p>6b – How buildings, artefacts, rituals and symbols play a part in different forms of Christian worship, e.g.:</p> <ul style="list-style-type: none"> - Icons, stations of the cross, baptistery, rosary, chalice, pulpit <p>Judaism –</p> <p>3a – The importance of the key values set out in the Torah e.g.</p> <ul style="list-style-type: none"> - Love of the stranger and hospitality - ‘love your neighbour as yourself’ - The Ten Commandments <p>5b – Worship and the Community</p> <ul style="list-style-type: none"> - The place and significance of the menorah and the Ark - The synagogue as a community centre and place of prayer and study, its main features and components, and the role of the rabbi. 	
Music	<p>1a - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>1c – Listen with attention to detail and recall sounds with increasing aural memory</p> <p>1d – Use and understand staff and other musical notations</p>	<p>1a - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>1c – Listen with attention to detail and recall sounds with increasing aural memory</p> <p>1d – Use and understand staff and other musical notations</p> <p>1e - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>1a - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>1b – Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>1c – Listen with attention to detail and recall sounds with increasing aural memory</p> <p>1d – Use and understand staff and other musical notations</p>
Physical Education	<p>1a – Use running, jumping, throwing and catching in isolation and in combination</p> <p>1b - 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</p> <p>1c – Develop flexibility, strength, technique, control and balance (through gymnastic activities)</p> <p>1d – Perform dances using a range of movement patterns</p> <p>1f - Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>1b - 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</p> <p>1c – Develop flexibility, strength, technique, control and balance (through gymnastic activities)</p> <p>1d – Perform dances using a range of movement patterns</p> <p>1f - Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>1a – Use running, jumping, throwing and catching in isolation and in combination</p> <p>1b – 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</p> <p>1f - Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
Languages	<p>1a – Listen attentively to spoken language and show understanding by joining in and responding</p> <p>1b – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>1c – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>1e – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>1g – Read carefully and show understanding of words, phrases and simple writing</p> <p>1j - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1a – Listen attentively to spoken language and show understanding by joining in and responding</p> <p>1b – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>1c – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>1d – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>1e – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>1g – Read carefully and show understanding of words, phrases and simple writing</p>	<p>1a – Listen attentively to spoken language and show understanding by joining in and responding</p> <p>1b – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>1c – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>1d – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>1e – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>1g – Read carefully and show understanding of words, phrases and simple writing</p>

		<p>1h – Appreciate stories, songs, poems and rhymes in the language</p> <p>1i – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>1j – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>1k - Describe people, places, things and actions orally* and in writing</p> <p>1l - 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.</p>	<p>1i – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>1j – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>1k - Describe people, places, things and actions orally* and in writing</p> <p>1l - 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.</p>
<p>Green Star - PSHE</p>	<p>Settling In / Responsibilities</p> <ul style="list-style-type: none"> * To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high expectations and goals * To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. * That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. * That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 	<p>Community</p> <ul style="list-style-type: none"> * What being part of a community means, and about the varied institutions that support communities locally and nationally. <p>In Someone Else’s Shoes</p> <ul style="list-style-type: none"> * To work collaboratively towards shared goals. <p>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p> <ul style="list-style-type: none"> * To think about the lives of people living in other places, and people with different values and customs. * To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. 	<p>Relationships and Feelings</p> <ul style="list-style-type: none"> * To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. * About change, including transitions (in school), loss, separation, divorce and bereavement * To recognise and respond appropriately to a wider range of feelings in others