

Hartsfield Year 3 Curriculum

Year 3 Art – Learning Objectives	Autumn	Spring	Summer
• to create sketch books to record their observations and use them to review and revisit ideas	Introduce	Revisit	Revisit
• 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]	Introduce	Revisit	Revisit
• to learn about great artists, architects and designers in history.	Introduce	Revisit	Revisit
Year 3 Art - Curriculum	Autumn	Spring	Summer
	<p>Famous Buildings</p> <ul style="list-style-type: none"> • To learn about a great architect. • To explore a British national monument • To explore colour and pattern in the design of St Basil’s Cathedral. • To use a range of materials to create a representation of a famous building. • To explore the design features of the Taj Mahal. • To be able to design a building for a particular purpose. 	<p>Henri Rousseau</p> <ul style="list-style-type: none"> •To sketch jungle plants and trees using shading and observe patterns in nature. •To sketch jungle flowers using colour shading and observe patterns in nature. •To explore animal prints to observe patterns in natures. •To use different tools to create repeated patterns. (Snake scales). •To create a jungle picture using a range of techniques/materials. 	<p>Viking Art</p> <ul style="list-style-type: none"> •To explore Viking art. •To be able to draw Viking patterns, learning techniques. •To be able to create a piece of Viking animal artwork observing past work. •To be able to accurately sketch a Viking dragon head and design a sculpture. •To be able sculpt using clay. •To be able decorate their sculpture.

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Computing - Learning Objectives	Autumn	Spring	Summer
<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 	Introduce		
<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	Introduce		
<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Introduce		
<ul style="list-style-type: none"> 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 			Introduce
<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 			Introduce
<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 		Introduce	Revisit
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	Introduce	Revisit	Revisit

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Computing - Curriculum	Autumn	Spring	Summer
	<p>Google Classroom</p> <ul style="list-style-type: none"> •Skills needed to access Google Classroom at home. •To independently log on to a laptop and log off correctly. <p>We are programmers</p> <ul style="list-style-type: none"> •Children create their own animation in Scratch. •Create an algorithm for an animated scene in the form of a storyboard •Write a program in Scratch •Correct mistakes in their animation. •Skills include making their characters move and switching costumes and back-drops. 	<p>Internet & Word processing skills</p> <ul style="list-style-type: none"> •to open a new word document and save it •To search the internet safely, cut & paste images from the internet, to minimise & maximise windows •To resize and text-wrap images •page orientation, print preview, page border and print a finished document •To use learnt skills independently to create their own document <p>We are who we are.</p> <p>Creating presentations about ourselves using Google Slides</p> <ul style="list-style-type: none"> •create a series of presentations, including a narrated presentation •consider issues of trust and privacy when sharing information. •use Google Slides to create a presentation about ourselves. 	<p>We are Co-authors'.</p> <p>Creating a class wiki using Google sites</p> <ul style="list-style-type: none"> •Plan their class wiki •Use Wikipedia to find information • Create their class wiki using Google Sites. •Edit the class wiki •Edit Wikipedia •Review their work <p>We are opinion pollsters</p> <p>Create an online opinion poll using Google Forms</p> <ul style="list-style-type: none"> •Plan their survey on a topic •Develop questions for their survey •Create their online survey •Collect data online •Analyse and evaluate the data collected •Present the data

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Year 3 Design Technology - Learning Objectives	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> • 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 	Introduce	Revisit	
<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	Introduce	Revisit	
Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	Introduce	Revisit	
<ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
Evaluate <ul style="list-style-type: none"> • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 			
Technical Knowledge <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	Introduce	Revisit	

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<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		Introduce	
<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			
<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 			
Cooking & Nutrition <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 			Introduce
<ul style="list-style-type: none"> •prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 			Introduce
<ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			Introduce
Year 3 Design and Technology - Curriculum	Autumn	Spring	Summer
	Constructing a castle <ul style="list-style-type: none"> •identify different features of castles by looking at a variety •design their own castle •label the features of their castle •add two design points to the design specification to appeal to the person/purpose of their castle •draw the design of my castle using 2D shapes, labelling: 	Exploring Pneumatic systems <ul style="list-style-type: none"> •understanding how pneumatic systems work and that mechanisms are a system of parts that work together to create motion •pneumatic systems can be used as part of a mechanism, used in a range of everyday objects and force air over a distance to create movement •design and develop a toy which uses a pneumatic system 	Eating Seasonally <ul style="list-style-type: none"> •To know that climate affects food growth and that fruits and vegetables can be grown in the UK •know that each country has its own climate and understand that these climates enable different fruits and vegetables to grow •consider hygiene when preparing food •use cooking equipment safely

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	<ul style="list-style-type: none"> -the 3D shapes that will create the features -materials they need colours they will use •know that a net is what a 3D shape would look like if it were opened out flat •use a range of box modelling resources •construct a range of 3D geometric shapes using a net by: -Cutting along the bold lines -Folding along the dotted lines -Keeping the tabs the correct size -Making crisp folded edges -Constructing the net using glue to make a geometric shape 	<ul style="list-style-type: none"> •generate suitable ideas using thumbnail sketches and exploded diagrams •use recycled household objects to make it •different types of drawings are used in design to explain ideas clearly •build secure housing for a pneumatic system •use syringes and balloons to create different types of pneumatic systems •use these components to make a functional and appealing pneumatic toy 	<ul style="list-style-type: none"> •know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK and that imported food will have travelled from far away and has an impact on the environment •know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season •create a recipe that is healthy and nutritious using seasonal vegetables design a filo tart using seasonal vegetables safely follow a recipe when cooking •know how to prepare a kitchen to cook in •know the basic rules of food contamination •use, store and clean a knife safely
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Years 3 & 4 – English Learning Objectives

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

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- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones • spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing: Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

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- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

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Year 3 – English Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Instructions:</p> <ul style="list-style-type: none"> • Explore features of instructions and independent writing of a set of directions based on: • How to trap a dragon – Pie Corbett • Instructions by Neil Gaiman • Cook books <p>Fables:</p> <ul style="list-style-type: none"> • Explore the features of fables and write our own. • Aesop’s Hare and Tortoise • The Ant and the Grasshopper • The Lion and the Mouse • War and Peas – Michael Foreman <p>Poetry JC:</p> <ul style="list-style-type: none"> • Read, write and perform free verse • Autumn Poetry is Here – Write Stuff <p>Alternative Traditional Tales JC</p> <ul style="list-style-type: none"> • The True Story of the 3 Little Pigs. • Honestly, Little Red Riding Hood was Rotten. • Alternative Traditional Tales Play scripts: • The Twits – by Roald Dahl <p>Persuasive Writing</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Poetry: Structure of:</p> <ul style="list-style-type: none"> • Haiku • Tanka • Kennings. • Animal poems. • Vocabulary building <p>Explanation Texts JC:</p> <ul style="list-style-type: none"> • Exploring the features and creating our own. • Range of online texts. • The Street Beneath my Feet • The Sky Above Our Heads <p>Recounts/Diary</p> <ul style="list-style-type: none"> • Exploring the features and creating our own. • Range of online texts. • Diary of a Killer Cat – Anne Fine • Diary of a Lively Labrador <p>Adventure Stories</p> <ul style="list-style-type: none"> • Harry Potter • The Tunnel – Anthony Browne 	<p>See weekly/daily plans for detail:</p> <p>Writing Non chronological Reports JC :</p> <ul style="list-style-type: none"> • Explore the features of a non-chronological report, practise writing and independent writing of a non-chronological report. • An Anthology of Intriguing Animals – Ben Hoare • Animal books from school library. • Range of websites and online texts. <p>Newsletters/newspapers/ recounts</p> <ul style="list-style-type: none"> • Exploring features and styles of each of these text types and writing their own. • Writing a newsheet of their trip to Celtic Harmony. • A range of online texts <p>Narrative JC Exploring the features and creating our own.</p> <ul style="list-style-type: none"> • The Secret of Black Rock • Moana extract • Range of books and websites to explore types of fish. • video clips

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<ul style="list-style-type: none"> • Variety of letters • Range of Christmas adverts <p>Guided reading texts:</p> <ul style="list-style-type: none"> •The Twits Roald Dahl •Harry Potter and the Philosophers Stone. <p>Class readers</p> <ul style="list-style-type: none"> •Fortunately the Milk – Neil Gaiman •The boy who grew dragons –Andy Shepherd •The Christmasaurus – Tom Fletcher <p>Essentials Spelling for Year 3</p>	<p>Guided Reading:</p> <ul style="list-style-type: none"> •Harry Potter •Diary of a Lively Labrador •How to be an Anglo-Saxon in 13 Easy Steps <p>Reports:</p> <ul style="list-style-type: none"> •Looking at the features and creating our own. •Persuasive texts – letters and adverts <p>Class Readers</p> <p>The Ice Monster – David Walliams</p> <p>Essentials Spelling for Year 3</p>	<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Recall persuasive writing of Autumn term and recall features. Explore other styles and write own. •The Great Kapol Tree • Books and texts about the rainforest from library and online. <p>Poetry/One Poet - Michael Rosen</p> <ul style="list-style-type: none"> •Look at a range of MR poems and explore the patterns and playfulness of them. •Writing in the style of Michael Rosen and poetry to perform. <p>Guided Reading:</p> <p>How to Train your Dragon – Cressida Cowell</p> <p>Essentials Spelling for Year 3</p>
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MFL (French) Year 3 – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		Introduce	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Introduce		
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language		Introduce	Revisit
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly			

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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.	Introduce	Revisit	Revisit
MFL (French) Year 3 - Curriculum			
	<p>La phonétique une</p> <ul style="list-style-type: none"> • Introduction to French phonemes and pronunciation • French alphabet <p>J-Apprends Le Français</p> <ul style="list-style-type: none"> • Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French 	<p>Les Animaux</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in French than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). <p>Les Fruit</p>	<p>Je peux</p> <ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux... <p>Petit Chaperon Rouge</p> <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale

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	<ul style="list-style-type: none"> • Ask and answer the question 'What is your name?' in French • Count to ten in French • Say ten colours in French <p>Les Instruments –</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. 	<ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. 	<p>(Little Red Riding Hood) in French.</p> <ul style="list-style-type: none"> • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in French as seen in the story.
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Year 3 Geography – Learning Objectives	Autumn	Spring	Summer
Locational Knowledge <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, and major cities 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> 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 			
<ul style="list-style-type: none"> 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). 	Introduce	Revisit	Revisit
Place Knowledge <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 within North or South America. 	Introduce	Revisit	Revisit
Human & Physical Geography Describe and understand key aspects of:	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			
<ul style="list-style-type: none"> 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. 			Introduce

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Geographical Skills & Fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 			
<ul style="list-style-type: none"> • 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. 	Introduce	Revisit	Revisit
Year 3 Geography - Curriculum	Autumn	Spring	Summer
	Climate Zones – extended study <ul style="list-style-type: none"> •Why does a place’s location in the world affect its climate? •What on earth is a climate zone? •What are the different climate zones like? •How is the climate in the UK different from that in the tropics? •How does the climate of Seville compare with that of Santiago? •What is special about each climate zone? – extended study 	North America <ul style="list-style-type: none"> •Where is North America and what is it like? •Where and what is the United States of America? •What are the Rockies like? •What happened when Mount St. Helens erupted? •Which US state would I like to live in? •How does New York compare with my home area? 	South America <ul style="list-style-type: none"> •Where is South America? •What are the countries of South America? •What is life like for children in Brazil? •How does Brazil compare with UK? •What is special about Rio de Janerio? •How is my life linked to south-east Brazil?

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Year 3 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 		Introduce	
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 		Introduce	
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			Introduce
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			

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<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
Year 3 History - Curriculum	Autumn	Spring	Summer
		<p>The Anglo-Saxons</p> <ul style="list-style-type: none"> •Why did the Roman’s leave Britain? •Who were the Anglo-Saxons and why didn’t they choose to live in the towns the Romans left behind? •How did the lives of Anglo-Saxons change after Ethelbert met Augustine? •How did converting to Christianity change the lives of people in Britain? •What does Sutton Hoo tell us about the Anglo-Saxon world? – Extended study 	<p>The Vikings</p> <ul style="list-style-type: none"> •What was the ‘terror’ that appeared in Britain on June 8th 793? •Why was the design of their long ships so important to the Vikings? •What were the two treasures that most Viking Norsemen wanted from Britain? •Viking horned helmets – historical fact or myth? •What were the Viking Gods like before they converted to Christianity? •Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?

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Maths - Learning Objectives YEAR 3	Autumn	Spring	Summer
	<p>Place value:</p> <ul style="list-style-type: none"> •represent numbers to 1000 •compare objects and numbers to 1000 •find 1,10,100 more or less than a given number, •order numbers •count in 50s <p>Addition and subtraction:</p> <ul style="list-style-type: none"> •add and subtract multiples of 100 •add and subtract 3-digit and 1-digit numbers crossing 10 •add and subtract 3-digit and 2-digit numbers crossing 100 •add and subtract 3-digit and 3-digit numbers with exchange estimate answers to calculations <p>Multiplication and division:</p> <ul style="list-style-type: none"> •using arrays, 2x, 3x, 4x, 5x, 8x tables •divide by 2,3,4,5,8,10 	<p>Multiplication and division:</p> <ul style="list-style-type: none"> •Multiply 2-digits by 1-digit, divide 2-digits by 1-digit •scaling •TT – Rockstars <p>Money:</p> <ul style="list-style-type: none"> •count money •convert pounds and pence •add and subtract money •give change <p>Statistics:</p> <ul style="list-style-type: none"> •tally charts •pictograms •bar charts •tables <p>Length and perimeter:</p> <ul style="list-style-type: none"> •Measure and compare lengths •equivalent lengths (mm, cm and m) •add and subtract lengths •measure and calculate •perimeter <p>Fractions:</p> <ul style="list-style-type: none"> •half, quarter, third •unit fractions, non-unit fractions •count in fractions 	<p>Fractions:</p> <ul style="list-style-type: none"> •tenths, fractions on a number line •fractions of a set of objects equivalent fractions •compare and order fractions add and subtract fractions <p>Time:</p> <ul style="list-style-type: none"> •o'clock, half past, quarter past, quarter to •months and years •hours in a day •telling the time to 5 minutes •telling the time to 1 minute •using a.m. and p.m. •24-hour clock •finding and comparing duration •measuring time in seconds <p>Properties of shape:</p> <ul style="list-style-type: none"> •turns and angles, right angles •compare and draw angles, •horizontal and vertical, parallel and perpendicular, •recognize and describe 2-D and 3-D shapes <p>Mass and capacity:</p> <ul style="list-style-type: none"> •compare and measure mass •add and subtract mass •compare volume •measure and compare capacity •add and subtract capacity

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Year 3 Music - Learning Objectives	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	introduce	Revisit	Revisit
• improvise and compose music for a range of purposes using the inter-related dimensions of music	introduce	Revisit	Revisit
• listen with attention to detail and recall sounds with increasing aural memory	introduce	Revisit	Revisit
• use and understand staff and other musical notations		introduce	Revisit
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	introduce	Revisit	Revisit
• develop an understanding of the history of music.	introduce		
Year 3 Music - Curriculum	Autumn	Spring	Summer
	First Access - Violin	First Access - Violin	First Access - Violin

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FIRST ACCESS VIOLIN LESSONS – AUTUMN TERM (LESSONS 1-10) – 10 WEEK TEACHING PROGRAMME – 2017/2018				
Lesson Week	Learning Objectives	Teaching Activities	Learning Outcomes	Homework Activities
	By the end of the lesson, the pupils will be given the opportunity to ...	During the lesson, pupils will be introduced to and should be able to ...	<ul style="list-style-type: none"> ○ Identify and recognise ○ Areas for assessment ○ Words of the week (WOTW) 	
1	<ul style="list-style-type: none"> ● Learn parts of a violin ● Strum violin strings to a PULSE ● Name the 4 strings: GDAE ● Listen to VIOLIN playing <p>NC: LISTEN with attention to detail</p>	<ul style="list-style-type: none"> ● Take CARE of instrument ● Hold the violin and strum strings ➤ VOCAB: Thick/Thin; VIBRATION Pluck/Pizzicato; PITCH High/Low 	<ul style="list-style-type: none"> ● Be able to strum strings ● Identify 1-5 parts of a violin ● Keep a pulse with backing track <p>WOTW: VIBRATION & STRINGS</p>	Design a cover for a homework folder
2	<ul style="list-style-type: none"> ● Revise the parts of a violin ● Place violin onto left shoulder ● Pluck the G string & use PITCH ● Listen to a BANJO playing <p>NC: PERFORM in an ensemble context</p>	<ul style="list-style-type: none"> ● Place feet and violin correctly ● Look & pluck lowest string: G ➤ VOCAB: TEMPO; PITCH; Left body; Pluck/Pizzicato 	<ul style="list-style-type: none"> ● Know G is low/thickest string ● Name Chinrest Scroll Bridge ● Pitch G low; Music & feelings <p>WOTW: PITCH: HIGH & LOW</p>	Make up a sentence using GDAE
3	<ul style="list-style-type: none"> ● Name 3 parts of violin & uses ● Place violin onto left shoulder ● Pluck D string and sing in PITCH ● Listen to Elephant (Double Bass) <p>NC: PERFORM with increasing control</p>	<ul style="list-style-type: none"> ● Revise feet position & left shoulder ● Name 4 strings & play D string ➤ VOCAB: TEMPO; PITCH; PULSE; Sequencing; ORCHESTRA 	<ul style="list-style-type: none"> ● Identify D is next to G string ● Name Sound holes, Pegs, Neck ● RHYTHM: use of fast & slow <p>WOTW: RHYTHM: FAST & SLOW</p>	Correctly label a picture of a violin
4	<ul style="list-style-type: none"> ● Identify 4 parts of violin & uses ● Place violin onto left shoulder ● Pluck A string & describe PITCH ● Listen to a HARP <p>NC: PERFORM with growing accuracy</p>	<ul style="list-style-type: none"> ● Know Human, Penguin & Violin feet in order to stand correctly ● Name all 4 strings & play A string ➤ VOCAB: STRINGS; HARP; Pitch; Pulse; Tempo 	<ul style="list-style-type: none"> ● Sequence GDAE & play A ● Identify 4 parts on violin ● Recognise Harp sound & how it belongs to string instrument <p>WOTW: STRINGED INSTRUMENT</p>	Correctly sequence feet & violin position
5	<ul style="list-style-type: none"> ● Recognise 5 parts of a violin ● Sequencing of violin position ● Pluck E string & describe PITCH ● Listen to an ORCHESTRA <p>NC: APPRECIATE orchestral music</p>	<ul style="list-style-type: none"> ● Correctly stand & hold violin ● Know GDAE string order (low-high) and play the E string ➤ VOCAB: ORCHESTRA; how music affects our emotions 	<ul style="list-style-type: none"> ● Know GDAE & play the E ● Know & label 5 parts of violin ● Look at the 4 sections of the orchestra; music & emotions <p>WOTW: ORCHESTRAL SECTIONS</p>	Colour code the 4 strings on a violin drawing

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Year 3 PE - Learning Objectives	Autumn	Spring	Summer
• use running, jumping, throwing and catching in isolation and in combination	Introduce	Revisit	Revisit
• 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	Introduce	Revisit	Revisit
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Introduce	Revisit	Revisit
• perform dances using a range of movement patterns	Introduce	Revisit	
• take part in outdoor and adventurous activity challenges both individually and within a team	Introduce		
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Introduce	Revisit	Revisit
Swimming & Water Safety • All schools must provide swimming instruction either in KS1 or KS2. 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.			
Year 3 PE - Curriculum	Autumn	Spring	Summer
	Ball Skills (Yr 2/3 transition) • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball.	Dance THEME: Folk dance from around the world • To use straight pathways and clear changes in direction in a line dance.	Athletics • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events.

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	<ul style="list-style-type: none"> • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet. <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. <p>Gymnastics VAL SABIN unit: Symmetry and Asymmetry</p> <ul style="list-style-type: none"> • To understand and identify symmetry and asymmetry • To move and balance showing specific planned shapes and variations in speed and level • To individually and in pairs be able to analyse and say why they like a sequence • To adapt and transfer learned skills onto appropriate apparatus. <p>Invasion Games: Football</p> <ul style="list-style-type: none"> • To develop controlling the ball and dribbling under pressure. • To develop passing to a teammate. • To be able to control the ball with different parts of the body. 	<ul style="list-style-type: none"> • To use canon and unison to make our line dance look interesting. • To use formations, canon and unison to make our line dance look interesting. • To remember, repeat and create actions around a theme • To understand and use formations. • To structure a dance to represent a theme. <p>Dance</p> <p>THEME: Machines</p> <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea <p>Dance</p> <p>THEME: A trip to...</p> <ul style="list-style-type: none"> • To remember, repeat and create actions to represent an idea. • To share ideas of actions and dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance. <p>Invasion games: Hockey</p> <ul style="list-style-type: none"> • To develop sending the ball with a push pass. • To develop receiving the ball. 	<ul style="list-style-type: none"> • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. <p>Games: Rounders</p> <ul style="list-style-type: none"> • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two handed pick up and a short barrier. • To develop batting technique and an understanding of where to hit the ball. • To apply skills and rules learnt to play rounders <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> • Transfer information on a diagram into reality, in a set order, using unfamiliar symbols • Identify basic orienteering symbols and colours using the map key • Orientate, set and use the map while travelling to a route • Work as and co-operate as a team • Recognise, orientate and use school orienteering map
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	<ul style="list-style-type: none"> • To develop changing direction with the ball using an inside and outside hook. • To jockey / track an opponent. • To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<ul style="list-style-type: none"> • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. <p>Invasion games: Basketball</p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. • To use protective dribbling against an opponent. • To develop the bounce and chest pass and begin to recognise when to use them. • To develop tracking and defending an opponent. • To develop the technique for the set shot. • To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<ul style="list-style-type: none"> • Use map reading skills to navigate to and from control points <p>Games: Tennis</p> <ul style="list-style-type: none"> • To develop racket and ball control. • To develop returning the ball using a forehand groundstroke. • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score when playing against an opponent. • To work collaboratively with a partner and compete against others.
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Year 3 PSHE – Learning Objectives

Me and My Relationships

- Explain why we have rules;
 - Explore why rules are different for different age groups, in particular for internet-based activities;
 - Suggest appropriate rules for a range of settings;
 - Consider the possible consequences of breaking the rules.
 - Explain some of the feelings someone might have when they lose something important to them;
 - Understand that these feelings are normal and a way of dealing with the situation.
 - Identify people who they have a special relationship with;
 - Suggest strategies for maintaining a positive relationship with their special people.
 - Rehearse and demonstrate simple strategies for resolving given conflict situations.
 - Explain what a dare is;
 - Understand that no-one has the right to force them to do a dare;
 - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
 - Express opinions and listen to those of others;
 - Consider others' points of view;
 - Practice explaining the thinking behind their ideas and opinions.
 - Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.
- Recognise that there are many different types of family;
 - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
 - Define the term 'community';
 - Identify the different communities that they belong to;
 - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
 - Reflect on listening skills;
 - Give examples of respectful language;
 - Give examples of how to challenge another's viewpoint, respectfully.
 - Explain that people living in the UK have different origins;
 - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;

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- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).
- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

Keeping Myself Safe

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

Rights and Responsibilities

- Define what a volunteer is;
- Identify people who are volunteers in the school community;

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- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.
- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

Being My Best

- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different viewpoints;
- Make recommendations, based on their research.
- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

Growing and Changing

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

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Year 3 PSHE - Curriculum	Autumn	Spring	Summer
	<p>Relationships and Valuing Difference</p> <ul style="list-style-type: none"> •Family and friends •Respect and challenge •Let's celebrate our differences •Living in the Wider World •Rules, Rights and Responsibilities •As a rule •Our friends and neighbours •For or against? •Thanks <ul style="list-style-type: none"> •Super Searcher •Basic first aid •My community •Our helpful volunteers 	<p>Healthy Relationships</p> <ul style="list-style-type: none"> •Tangram team challenge •Looking after our special people •Danger or risk? •Body space •How can we solve this problem? •Friends are special •Secret or surprise? •Dan's dare <p>Living in the Wider World</p> <ul style="list-style-type: none"> •Can Harold afford it? •Earning money •Let's tidy up 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •Derek cooks dinner! (healthy eating) •Poorly Harold •Body team work <p>Keeping Safe</p> <ul style="list-style-type: none"> •The Risk Robot •Safe or unsafe? •Helping each other to stay safe •Getting on with your nerves! •Alcohol and cigarettes: the facts •Help or harm?

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Year 3 RE – Learning Objectives	Autumn	Spring	Summer
Beliefs and practices <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce		
Sources of wisdom <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduce	Revisit
Symbols and actions <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
Prayer, worship and reflection <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness		Introduce	
Identity and belonging <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and <i>why</i> belonging to religious communities may be valuable in their own lives		Introduce	
Ultimate questions <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth		Introduce	
Human responsibility and values			Introduce

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<i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			
Justice and fairness <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.			Introduce
RE - Curriculum	Autumn	Spring	Summer
<p>Autumn Festivals Explore a range of festivals, especially those related to Islam and Christianity. Develop an understanding of the significance and symbolic meaning of the beliefs and practices.</p> <p>Spring Belonging Explore what it means to belong and what involves. Look at the roles of religious leaders and some of their teachings within a belief system.</p> <p>Summer Wisdom Look at and explore the role of religious texts in a faith. Understand how the stories help to guide followers.</p> <p>Responsibility Understand how many faiths include elements of charitable work around the world to help others.</p>	<ul style="list-style-type: none"> •explain what a festival is •recognize that festivals can relate to traditions and conditions. •different ways of marking the same event. •different ways of marking the same event. • beliefs and practices to explain how symbolic actions communicate meaning. • beliefs and practices to explain how symbolic actions communicate meaning. • beliefs and practices to explain how symbolic actions communicate meaning. • beliefs and practices to explain the power of light across religions. • Describe ways and traditions celebrating festivals. • Explore Advent and Christmas traditions around the world. 	<ul style="list-style-type: none"> •examine why belonging to religious communities may be valuable to followers •understand the challenges of individual commitment to a community of faith or belief <p>examine the role of religious leadership</p> <ul style="list-style-type: none"> •examine the role of religious leadership •respond to a range of stories, reflecting on the impact of teachings •observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces • discuss and present through creative media their own and others views about belonging, meaning, purpose and truth. •explore how actions can communicate meaning to followers •observe and understand varied examples of how people of faith communicate their beliefs 	<ul style="list-style-type: none"> •explain what it means to be wise. •understand the impact of faith stories. •know what a sacred text is and how it should be treated. •know what the trinity is and the authority it has. •know what Pentecost is and the impact it has on Christians. <p>Responsibility</p> <ul style="list-style-type: none"> •understand the responsibility we have towards the world. •explore the work of Christian Aid. •explore the work of Islamic relief. •explore the faith story of Zaccheus and the Tax Collector. <ul style="list-style-type: none"> •reflect on wrong and right.

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Y3 Science - Learning Objectives	Autumn	Spring	Summer
Working Scientifically (Lower Key Stage 2) <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • setting up simple practical enquiries, comparative and fair tests 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • identifying differences, similarities or changes related to simple scientific ideas and processes 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • using straightforward scientific evidence to answer questions or to support their findings. 	Introduce	Revisit	Revisit
Plants <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 		Introduce	

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<ul style="list-style-type: none"> • 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 		Introduce	
<ul style="list-style-type: none"> • investigate the way in which water is transported within plants 		Introduce	
<ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		Introduce	
<p>Animals (including humans)</p> <ul style="list-style-type: none"> • 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 			Introduce
<ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 			Introduce
<p>Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	Introduce		
<ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock 	Introduce		
<ul style="list-style-type: none"> • recognise that soils are made from rocks and organic matter. 	Introduce		
<p>Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light 			Introduce
<ul style="list-style-type: none"> • notice that light is reflected from surfaces 			Introduce
<ul style="list-style-type: none"> • recognise that light from the sun can be dangerous and that there are ways to protect their eyes 			Introduce

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<ul style="list-style-type: none"> • recognise that shadows are formed when the light from a light source is blocked by a solid object 			Introduce
<ul style="list-style-type: none"> • find patterns in the way that the size of shadows change. 			Introduce
Forces & Magnets <ul style="list-style-type: none"> • compare how things move on different surfaces 	Introduce		
<ul style="list-style-type: none"> • notice that some forces need contact between two objects, but magnetic forces can act at a distance 	Introduce		
<ul style="list-style-type: none"> • observe how magnets attract or repel each other and attract some materials and not others 	Introduce		
<ul style="list-style-type: none"> • 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 	Introduce		
<ul style="list-style-type: none"> • describe magnets as having two poles 	Introduce		
<ul style="list-style-type: none"> • predict whether two magnets will attract or repel each other, depending on which poles are facing. 	Introduce		
Y3 Science - Curriculum	Autumn	Spring	Summer
	Forces & Magnets <ul style="list-style-type: none"> •compare movement on different surfaces. •magnetic forces attract and repel. •sort magnetic and non-magnetic materials. Rocks <ul style="list-style-type: none"> •compare and group based on properties. 	Rocks <ul style="list-style-type: none"> •compare and group based on properties. • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Plants <ul style="list-style-type: none"> •function of different parts of a plant. •transportation of water in plants. •life cycle of plants. 	Light <ul style="list-style-type: none"> •sources of light and formation of shadows. Animals (including humans): <ul style="list-style-type: none"> •animal nutrition •research food, compare and contrast diets of different animals. •skeleton of animals and humans •identify that some animals have skeletons and muscles for support, protection and movement.

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