

Year 3 Curriculum Coverage

Art

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
Year 3	<ul style="list-style-type: none"> know how to use sketches to contribute to a final piece of art 	<ul style="list-style-type: none"> know how to show facial expressions in art. know how to use different grades of pencil and other media to shade and to show different tones and textures by hatching, cross hatching, stippling and shading know how to create different tones of colour using paint and other media know how to use a range of brushes to create different effects in painting know how to sculpt clay 	<ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise art is from different cultures recognise art is from different historical periods
Artists/ Themes	Rocks, Anglo-Saxon Jewellery, Viking Boats, Banksy, Picasso, Volcanoes (cross section)		

Computing

	Search engines	Using programs	Safe use	
	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to 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</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>	
Year 3	<ul style="list-style-type: none"> use a range of software for similar purposes collect and present information Cross-curricular learning (Anglo-Saxons, Vikings; Volcano presentation)	<ul style="list-style-type: none"> understand what computer networks do and how they provide multiple services ilearn2 - Digital art, spreadsheet programme	<ul style="list-style-type: none"> use technology respectfully and responsibly Know different ways they can get help if concerned ilearn2 – e-safety Internet safety day	
	Create programs	Develop programs	Reasoning	Networks
	<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to 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</i>
Year 3	<ul style="list-style-type: none"> write programs that accomplish specific goals Espresso Coding (Scratch as an extension)	<ul style="list-style-type: none"> design a sequence of instructions, including directional instructions Espresso Coding (Scratch as an extension)	<ul style="list-style-type: none"> discern when it is best to use technology and where it adds little or no value Cross-curricular learning (Anglo-Saxons, Vikings)	<ul style="list-style-type: none"> navigate the web to complete simple searches Cross-curricular learning (Anglo-Saxons, Vikings)

Design and Technology

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p>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>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>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>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>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</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 3	<ul style="list-style-type: none"> • prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance 	<ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • work accurately to measure, make cuts and make holes 	<ul style="list-style-type: none"> • explain how to improve a finished model • know why a model has, or has not, been successful 	<ul style="list-style-type: none"> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure 	<ul style="list-style-type: none"> • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not(Science)

French

	Speaking and Listening	Reading	Writing
	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions present ideas and information orally to a range of audiences appreciate stories, songs, poems and rhymes in the language 	<p>link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud read carefully and show understanding of words, phrases and simple writing 	<ul style="list-style-type: none"> describe people, places, things and actions broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	<p>Understand basic grammar appropriate to the language being studied, including: 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>		
Year 3	<ul style="list-style-type: none"> name and describe people and objects have a short conversation of 2-3 exchanges e.g. greetings answer simple questions give a response using a short phrase start to speak using a full sentence join in repetitive songs and rhymes 	<ul style="list-style-type: none"> link some sounds to letters read and understand a short phrase using familiar language e.g. C'est un...J'aime use correct pronunciation for familiar words 	<ul style="list-style-type: none"> write short phrases from memory e.g. Je m'appelle beginning to use correct spelling adapt a short model phrase, substituting words use a bilingual dictionary or glossary to look up new words

Geography

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<p>Locate the World's countries, using maps to focus on</p> <ul style="list-style-type: none"> - Europe (including the location of Russia) and - North and South America, <p>concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p> <p>Understand how some of these aspects have changed over time. – Bedford Day</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in the UK - a region in a European Country - a region within North or South America 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle - human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).
Year 3	<p>The UK:</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including rivers, mountains, volcanoes, earthquakes - human geography, including types of settlement and land use

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

To build their knowledge of the UK and the wider world:

- Use the eight points of the compass
- Use four and six figure grid references
- Use symbols and keys
- Use Ordnance Survey maps – Bedford focused days

Use fieldwork to:

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies – Bedford focused days

Year 3

Geographical Skills

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History

	Stone Age to 1066 (Chronology)	Beyond 1066	Local Study	Ancient Ancients Approx. 300 years ago	Civilisations 1000 years ago	Ancient Greece
	Stone Age to Iron Age Romans Anglo-Saxons Vikings	<i>An aspect or theme of British history</i> Victorians	<i>A local study linked to one of the periods covered in column 1 OR A local study that could extend beyond 1066</i>	Ancient Egyptians in depth <i>Ancient Sumer, Indus Valley and Shang Dynasty overview</i>	Mayans	<i>Greek life and influence on Western world</i>
Year 3	<p>Britain's settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 	World War One Remembrance	<p>Bedford and Kempston Humanities Day</p> <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 		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.	

Music

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> • play clear notes on instruments • perform and improve my own short compositions on my own or with others • sing accurately with others 	<ul style="list-style-type: none"> • combine different sounds to create a specific mood or feeling in repeated patterns 	<ul style="list-style-type: none"> • recognise and describe changes in dimensions of music – tempo, pitch, rhythm, dynamics, pulse • recognise different types of instruments when listening
	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> • create repeated patterns with different instruments • use simple notation to record my own compositions (repeated patterns) 	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> • I have listened to music from different periods and by different composers

PE

	Athletics	Competitive Games	Gymnastics
	<p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>develop flexibility, strength, technique, control and balance</i></p>	<p><i>play competitive games, modified where appropriate [cricket, dodgeball, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i></p>	<p><i>develop flexibility, strength, technique, control and balance</i></p>
Year 3	<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance
	Dance	Outdoor and Adventurous Activity	Evaluate
	<p><i>perform dances using a range of movement patterns</i></p>	<p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>	<p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>
Year 3	<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 	<p>Can interact positively when:</p> <ul style="list-style-type: none"> working with a small group to solve and perform a range of tasks working with a small group to design and follow trails 	<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games

Science

Year 3					
Biology			Chemistry	Physics	
Animals, including humans	Plants	Plants	Rocks	Forces	Light
<ul style="list-style-type: none"> • Skeleton and muscles • Nutrition • Exercise and health 	<ul style="list-style-type: none"> • Plant life • Basic structure and functions 	<ul style="list-style-type: none"> • Life cycle • Water transportation 	<ul style="list-style-type: none"> • Fossil formation • Compare and group rocks • Soil 	<ul style="list-style-type: none"> • Different Forces • Magnets 	<ul style="list-style-type: none"> • Reflections • Shadows
<ul style="list-style-type: none"> • Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human 	<ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees 	<ul style="list-style-type: none"> • Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers 	<ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock 	<ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason 	<ul style="list-style-type: none"> • Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

Year 3

Working Scientifically

<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why does the moon appear as different shapes in the night sky? • Why do shadows change during the day? • Where does a fossil come from? 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a thermometer to measure temperature and know there are two main scales used to measure temperature
<ul style="list-style-type: none"> <input type="checkbox"/> Observe at what time of day a shadow is likely to be at its longest and shortest 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
<ul style="list-style-type: none"> <input type="checkbox"/> Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
<ul style="list-style-type: none"> <input type="checkbox"/> Use research to find out how reflection can help us see things that are around the corner 	<ul style="list-style-type: none"> <input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
<ul style="list-style-type: none"> <input type="checkbox"/> Use research to find out what the main differences are between sedimentary and igneous rocks 	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to use a key to help understand information presented on a chart
<ul style="list-style-type: none"> <input type="checkbox"/> Test to see which type of soil is most suitable when growing two similar plants 	<ul style="list-style-type: none"> <input type="checkbox"/> Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
<ul style="list-style-type: none"> <input type="checkbox"/> Test to see if their right hand is as efficient as their left hand 	<ul style="list-style-type: none"> <input type="checkbox"/> Present findings using written explanations and include diagrams when needed
<ul style="list-style-type: none"> <input type="checkbox"/> Set up a fair test with different variables e.g. the best conditions for a plant to grow 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sense of findings and draw conclusions which help them to understand more about scientific information
<ul style="list-style-type: none"> <input type="checkbox"/> Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Amend predictions according to findings
<ul style="list-style-type: none"> <input type="checkbox"/> Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Be prepared to change ideas as a result of what has been found out during a scientific enquiry