



Year 3 Objectives

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See English curriculum					
Mathematics	See maths curriculum					
Science	Sound ✓ identify how sounds are made, associating some of them with something vibrating ✓ recognise that vibrations from sounds travel through a medium to the ear ✓ find patterns between the pitch of a sound and features of the object that produced it ✓ find patterns between the volume of a sound and the strength of the vibrations that produced it ✓ recognise that sounds get fainter as the distance from the sound source increases. Animals, including humans ✓ 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 ✓ identify that humans and some other animals have skeletons and muscles for support, protection and movement Plants ✓ Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers ✓ Explore the part flowers play in a flowering plants life cycle, including pollination, seed formation and seed dispersal ✓ Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants ✓ Know the way in which water is transported between plants Forces and magnets ✓ compare how things move on different surfaces ✓ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance ✓ observe how magnets attract or repel each other and attract some materials and not others ✓ 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 ✓ describe magnets as having 2 poles ✓ predict whether 2 magnets will attract or repel each other, depending on which poles are facing Light ✓ Recognise that they need light in order to see things and that dark is the absence of light ✓ Notice that light is reflected from surfaces ✓ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ✓ Recognise that shadows are formed when the light from a light source is blocked by an opaque object ✓ Find patterns in the way that the size of shadows change.					
Computing	Communications (including E-safety) ✓ 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 ✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; E-safety ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Digital Design ✓ 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, Coding and Algorithms ✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs					

	identify a range of ways to report concerns about content and contact. ✓	including collecting, analysing, evaluating and presenting data and information	Presenting Data ✓ 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
History	✓ a local history study.		✓ 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.
Geography		✓ locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ✓ Understand geographical similarities and differences through the study of the human and physical geography of a region or area within South America. ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ✓ 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 ✓ 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.	
RE	✓ consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings ✓ begin to recognise diversity in religion and non religion, learning about similarities and differences both within and between religions, beliefs non-religious worldviews and the importance of dialogue between them. ✓ extend the range and use of specialist vocabulary ✓ recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true ✓ communicate their ideas, recognising other people's viewpoint ✓ consider their own beliefs and values, and those of others, in the light of their learning in religious education		
RSHE	See relationships curriculum		

	See physical health and mental wellbeing curriculum						
PE	Health & Fitness / Stamina & cross country ✓ take part in outdoor and adventurous activity challenges both individually and within a team ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics: Partner work & Acrobatic gymnastics ✓ develop flexibility, strength, technique, control and balance ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ✓ link them to make actions and sequences of movement.	Games: Invasion games (hockey focus) ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Invasion games (Lacrosse focus) ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Striking & fielding games ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Athletics ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ✓ use running, jumping, throwing and catching in isolation and in combination ✓ develop flexibility, strength, technique, control and balance through athletics	
DT	Design ✓ 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 ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ 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 Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures			Design ✓ 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 ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ 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 Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures			Design ✓ 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 ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ✓ 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 Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Cooking and nutrition ✓ understand and apply the principles of a healthy and varied diet

			✓ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ✓ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Art and Design	✓ to create sketch books to record their observations and use them to review and revisit ideas ✓ 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] ✓ taught about great artists, architects and designers in history.		
Music	✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ✓ improvise and compose music for a range of purposes using the inter-related dimensions of music ✓ listen with attention to detail and recall sounds with increasing aural memory ✓ use and understand staff and other musical notations ✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ✓ develop an understanding of the history of music.		
MFL	✓ listen attentively to spoken language and show understanding by joining in and responding ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ present ideas and information orally to a range of audiences ✓ read carefully and show understanding of words, phrases and simple writing ✓ appreciate stories, songs, poems and rhymes in the language ✓ 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 ✓ 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.		