YEAR 3	ST. JOHN BOSCO CATHOLIC PRIMARY CURRICULUM PLANNING					
	TERM 1		TERM 2		TERM 3	
Science	**Plants (3)** - To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - To 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. - To investigate the way in which water is transported within plants. - To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Animals inc Humans (3)** -To identify that animals, including humans need the right types and amount of nutrition, and that they cannot make their own food; -To understand they get nutrition from what they eat. -To Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -To identify and group animals with and without skeletons. -To compare and contrast the diets of animals (including pets) and group them.	**Rocks (3)** -To name some types of rock and describe the physical features of each -To compare and group together kinds of rocks based on their appearance -To compare and group together different kinds of rocks based on their simple physical properties -To name the 3 types of rocks (igneous, sedimentary and metamorphic) and classify based on their appearance and physical properties (e.g. marble is metamorphic because it is hard and smooth) -To recognise that soils are made from rocks and organic matter - To describe in simple terms how fossils are formed when things that have lived are trapped in rocks	**Movement/Forces Magnets (2)** -To compare how things move on different surfaces -To notice that some forces need contact between two objects, but magnetic forces can act at a distance -To describe magnets as having two poles To observe how magnets attract or repel each other and attract some materials and not others -To 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. -To predict whether two magnets will attract and repel each other, depending on which poles are facing	**Materials (3)** -To know that all things are made up of particles. -To know that particles are arranged differently in solids, liquids and gases. -To name properties of solids, liquids and gases. -To compare and group materials together according to if they are solids, liquids and gases, giving reasons to justify their choices. -To observe that some materials change state when heated or cooled, and are able to give everyday examples of melting and freezing. -To understand that melting and freezing are a state change between solids and liquids. -To measure or research the temperature at which melting and freezing occurs for some materials. -To know that water freezes at 0 o c and boils at 100 oC. Understand that condensation is a state change from a gas to a liquid. -To understand that evaporation is a state	**Light/Seeing (1)** -To understand you need light in order to see things and that dark is the absence of light. -To notice that light is reflected from surfaces. -To understand light from the sun can be dangerous and that there are ways to protect your eyes. -To explain how shadows are formed when the light from a light source is blocked by an opaque object. -To find patterns in the way that the size of shadows change

							change from liquid to gas. -To know that the speed of evaporation depends on a number of variables including the temperature. - To describe the water cycle. Identify the parts played by evaporation and condensation in the water cycle.				
History	**B V A L U E S**		**Stone Age** **Ice Age** - knowledge of the changes that occurred from the Stone Age (3 periods), through the Bronze Age and the Iron Age. - ask questions and find answers to questions about the past. - learn how to communicate history using appropriate vocabulary - think like a historian, considering change and effect and then expressing their preferences	**B V A L U E S**		**Ancient Greece** - who the Ancient Greeks were and the new ideas and inventions they brought to civilisation at the time - understand aspects of Ancient Greek life including their beliefs - understand the significance of certain individuals and their impact. - discover that the Ancient Greeks were responsible for many important cultural/social aspects and events that are still significant in present time (olympic games, democracy etc...) - ask and answer questions and construct arguments. - Ancient Greeks achievements and how they have influenced modern day life.		**B V A L U E S**	Local Study
Geography		**Place in the World** - understanding of what the UK is and the different home nations that make it up.			**Volcanoes and Earthquakes** - describe the features of						

		- know place features for each home nation, including capitals, flags, landmarks and patron saints. - understand the population and population density, land use and weather. - understanding of how migration has shaped the UK population - understanding of how tourism benefits and negatively impacts on the UK. - become familiar with using world maps, atlases, 8 pointed compass directions, interpreting digital mapping, choropleth maps and climate graphs.			volcanoes and earthquakes. - identify and name the structure of the earth and how this links to the distribution of volcanoes. - recognise the different features of a volcano including the physical hazards associated with volcanoes. - determine which hazards are the most dangerous and why. - using their geographical skills to work out what happened - identify the key features of earthquakes, location and what it is like during an earthquake. - develop their skills when looking at a specific case study Haiti, 2010 - looking at ways to prepare, predict and prevent damage from tectonic activity			
ICT	**Coding** Children can read and explain a flowchart Children can use a flowchart to create a computer program. Children can create a computer program that uses click events and timers. **Online safety**	**Spreadsheets** Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. **Touch typing**	**Email** Children can open an email and respond to it. Children have sent emails to other children in the class. Children can use the search option	**Simulations** Children can explore a simulation. Children can use a simulation to try out different options and to test predictions. Children can begin to evaluate simulations by comparing them with real situations and	**Presenting** Children can create a presentation including formatted text. Children can include different media. Children can add transitions and animations. Children can add timings to the presentation. Children can present effectively.			

	Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.	Children understand the names of the fingers. Children understand what is meant by the home, bottom, and top rows. Children have developed the ability to touch type the home, bottom, and top rows.	in the address book to find a classmate when sending an email. **Branching databases** Children understand how YES/NO questions are structured and answered. Children have used YES/NO questioning to play a simple game with a friend. Children can explain why they choose a particular question to split their database. Children can begin to use 'or more' and 'or less' in their questioning	considering their usefulness. Children can analyse choices made using a branching database. **Graphing** Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce share graphs made on the computer. Children can select most appropriate style of graph for their data and explain their reasoning.	
	Online Safety				
Music	**How does music bring us closer together?** **Pulse** - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos. **Rhythm** - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests. **Melody** - Pupils will perform three notes from notation including simple rhythms and rests.	**What stories does music tell us about the past?** **Pulse** - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos. **Rhythm** - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests. **Melody** - Pupils will perform three notes from	**How does music make the world a better place?** Composing using imagination	**How does music help us get to know our community?** Sharing musical experiences	**How does music make a different to us every day?** Musical Styles

	Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies. **Performing** - Pupils will use tuned percussion and the voice to perform three note melodies (C,E and G) and simple rhythms. Singing - Pupils will sing folk songs and will focus on rounds. **Composition** - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.	notation including simple rhythms and rests. **Listening** - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies. **Performing** - Pupils will use tuned percussion and the voice to perform three note melodies (C,E and G) and simple rhythms. Singing - Pupils will sing folk songs and will focus on rounds. **Composition** - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.			
RSHCE	**RE** ▪ Me, My Body, My Health ▪ Emotional Wellbeing ▪ Life Cycles		**RE** ▪ Personal Relationships ▪ Keeping Safe		**RE** ▪ Living in the Wider World ▪ Transition
Art/DT	**Art - Drawing – Use of Line** Pupils will develop their drawing skills by focusing on the use of line. They will use a range of materials that link to the exploration of line including mono-print, oil pastel printing and transfer technique. Pupils will use retrieval practice to refine their drawing skills and manipulation of line. They will consider composition - looking at overlaying or positioning of objects within artwork.. Suggested artists- Michael Craig Martin, Julian Opie	**DT – Design and Make - Branding and Packaging** Pupils will evaluate and explore a range of packaging and branding examples. Whilst looking at paper construction techniques they will build on their knowledge of use of relevant tools. Pupils will design sustainable, appealing and functional products. Develop own design criteria and use these to inform ideas. Model ideas through: prototypes and sketches.	**Art - Painting – Patterns in Nature** Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Design and create patterns in nature. Use the medium of paint to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, tone, line and shape. Explore and experiment with paint to gain a deeper understanding of the colour theory. Learn about the work of a range of artists, specifically Charles Rennie Mackintosh. Mix colour, shades and tones with increasing confidence.	**DT – Cooking and Nutrition – Fruit Crumble** Describe how food ingredients come together. Children will conduct market research and explore different products and packaging and their purpose. Children will weigh out ingredients and follow a given recipe to create a fruit crumble Children will demonstrate hygienic food preparation Children will begin to understand how to use a range of techniques, such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Healthy diet is made up from a variety and balance of different food Prepare and cook a variety of savoury foods safely and hygienically using a heat source Taste and evaluate the product

		Measure, mark-out, cut and shape materials. Start to choose tools and equipment apply finishing techniques Evaluate existing designs looking at: how well it was made, why materials were chosen. Know about key inventors and designers. To Know how to make strong, stiff shell structures.						
RE	Homes Judaism Promises Visitors		Journeys Listening and Sharing Giving All		Energy Choices Special Places Islam			
Spanish	**Family** Family members (Part 1,2) Family members (name, age, birthday) Family : Animals Animals and Numbers		**All About Me** All about me: Physical Description (Hair, eyes, skin) Physical Description (Height, size, shape) Character Descriptions Research a Famous Hispanic Person – Spanish Fact File		**Friends** Introduction to the story Recap animals and colours Let's move (verbs) Negatives			
PE	**Net/Wall** Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates	**Dance** Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	**Striking/Fielding** Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	**Athletics** Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action. Begin to combine running with jumping over hurdles. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump.	**Swimming** By the end of 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.	S W	**Swimming** By the end of 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.

				Land safely with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.			