

WBJs Curriculum Coverage  
Year 3



<u>Term</u>	<u>Autumn</u> <u>Prehistoric Life</u>	<u>Spring</u> <u>Life's Natural Disasters</u> <u>How do Natural Disasters shape our World?</u>	<u>Summer</u> <u>Greek Life</u>
History	Changes in Britain from the Stone Age to the Iron Age. 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: The Indus Valley.		Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Geography	Human geography, including: types of settlement and land use.	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)  Physical geography, including: mountains, volcanoes and earthquakes.	
Science	<p><b><u>Rocks</u></b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b><u>Light</u></b> 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.</p> <p><b><u>Forces</u></b> Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p><b><u>Rocks</u></b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Recognise that soils are made from rocks and organic matter.</p>	<p><b><u>Plants</u></b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  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  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b><u>Living things and their habitats</u></b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b><u>Y5</u></b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p><b><u>Animals including humans</u></b> 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.</p>

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<p>Art</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – Skills Focus</u> <b>I can use different grades of pencil to show different tones and textures</b></p> <p><b>I am beginning to draw 3D objects focussing on shape</b></p> <p><b>I can show facial expressions in my drawings</b></p> <p><u>Autumn 2 – Artist focus and skills application</u> <b>I can use my sketchbook to express likes and dislikes</b></p> <p><b>I can use my sketchbook to work towards a final piece of work</b></p> <p><b>I can explore work from other periods of time</b></p> <p><b>I am beginning to question what the artist is trying to express</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>About great artists, architects and designers in history.</p> <p><u>Spring 1 – Skills Focus</u> <b>I know where the primary and secondary colours sit on the colour wheel</b></p> <p><b>I can mix primary colours to create secondary colours</b></p> <p><b>I can create a colour wash background</b></p> <p><b>I can use brushes to create different effects</b></p> <p><u>Spring 2 – Artist focus and skills application</u> <b>I can compare the work of different artists</b></p> <p><b>I am beginning to question what the artist is trying to express</b></p> <p><b>I can use my sketchbook to express likes and dislikes</b></p> <p><b>I can use my sketchbook to work towards a final piece of work</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p> <p>About great artists, architects and designers in history.</p> <p><u>Summer 1 – Skills Focus</u> <b>I can create a simple 3D model</b></p> <p><b>I can work with different materials to create a 3D form</b></p> <p><b>I can use modelling tools to add texture to my model</b></p> <p><u>Summer 2 – Artist focus and skills application</u> <b>I can explore work from other cultures</b></p> <p><b>I can explore work from other periods of time</b></p> <p><b>I am beginning to question what the artist is trying to express</b></p> <p><b>I can use my sketchbook to express likes and dislikes</b></p> <p><b>I can use my sketchbook to work towards a final piece of work</b></p>
<p>DT</p>	<p><b><u>Food</u></b></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>	<p><b><u>Structures</u></b></p> <p><b><u>Design</u></b> 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.</p> <p><b><u>Make</u></b> 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</p> <p><b><u>Evaluate</u></b> 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</p>	<p><b><u>Textiles</u></b></p> <p><b><u>Design</u></b> 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.</p> <p><b><u>Make</u></b> 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</p> <p><b><u>Evaluate</u></b> 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</p>

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		<p>technology have helped shape the world. <b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>technology have helped shape the world. <b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
<p>PSHE</p>	<p><b>E-safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>SEAL New beginnings</b> Know something about everyone in my class; Know I am valued at school. Know how it feels to be happy, sad or scared and can usually recognise when others are feeling these emotions. Know how it feels start something new and have some ways to cope. Understand my rights and responsibilities in the school create class charter; Understand the need to have different rules in different places; know what the rules are in school. Manage my feelings usually find a way to calm myself down when necessary; Know some ways to solve a problem. Reflect on spiritual, moral social and cultural issues</p> <p><b>CHIPS 1 New Beginnings:</b> Know how to make someone feel welcomed and valued at school.</p> <p><b>Citizenship</b> Know I belong to a community. Know how to keep safe in the classroom, school and local community</p> <p><b>SEAL Getting on and falling out</b> Know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. Know what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. Understand the importance of calming down before I am overwhelmed by feelings of anger. Use problem solving to sort out difficulties. Explain a 'win-win' solution; always try to find one in conflict situations.</p> <p><b>CHIPS 2 Getting on and falling out:</b> I can see things from someone else's point of view I know how to see something from someone else's point of view</p> <p><b>SEAL Say No To Bullying (13<sup>th</sup> -17<sup>th</sup> November 2017)</b> Explain what bullying is; Know that witnesses can make the situation better or worse;</p>	<p><b>E-safety</b> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>SEAL Going for goals</b> Recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Resolve differences by looking at alternatives, making decisions and explaining choices; Recognise the different risks in different situations and then decide how to behave responsibly.</p> <p><b>SEAL Good to be me and Citizenship</b> Talk and write about my opinions, and explain my views, on issues that affect myself and society; Recognise my worth as individuals, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; Know that my actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; Awareness of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <p><b>CHIPS 3</b> I know how to see something from someone else's point of view.</p>	<p><b>E-safety</b> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>SEAL Relationships</b> Know when something is my fault and when something is not my fault; Know to take responsibility for my behaviour; Know the things that hurt my feelings; understand feelings of guilt and say when I might feel guilty; Understand how I might hurt others; Know how most people feel when they lose something or someone they love; Understand how I can make someone who is important to me happy; Know how to make amends; express feelings about the important people/ animals in my life; Know and discuss some ways to celebrate the life of someone I care about.</p> <p><b>SEAL Changes</b> Recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p><b>Sex and Relationships Education wb: 11<sup>th</sup> June 2018 tbc</b> Explore the differences between males and females and to name the body parts Consider touch and to know that a person has the right to say what they like and dislike Explore different types of families and who to go to for help and support.</p>

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	<p>Know how it feels to be a witness to and a target of bullying; Understand why witnesses sometimes join in with bullying or don't tell; Explain some ways of helping to make someone who is being bullied feel better; Know that sometimes bullying is hard to spot, and know what to do if it is going on; Use Problem solving in bullying situations.</p>		
ICT	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>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.</p>
RE (Christianity, Islam, Judaism)	<p><b>Investigate the significance of religious festivals and rituals.</b> Compare the experiences of different people participating in a religious festival or celebration.</p> <p>Consider the positive aspects of participating in religious celebrations.</p> <p><b>Explore religious teachings of forgiveness and reconciliation.</b> Describe the ways in which people of faith have demonstrated forgiveness and reconciliation.</p> <p>Recognise situations where they need to forgive or be forgiven and ways they might enable this to happen.</p> <p><b>Explore how people express their beliefs through personal symbols and artefacts.</b> Explain how personal symbols and artefacts relate to religious beliefs.</p> <p>Consider why personal artefacts are meaningful.</p>	<p><b>Investigate key teachings of faith founders and make links with key religious beliefs.</b> Identify key events in the lives of a faith founders.</p> <p>Give examples of the teaching of a faith founder.</p> <p>Reflect on the impact of the faith founders on those around them.</p> <p>Express thoughts and feelings about why the teaching of a faith founder influences followers.</p> <p><b>Explore how values provide rules for living and may be influenced by religious belief.</b> Give examples of beliefs and values from different faiths and consider how they influence rules for living.</p> <p>Consider the beliefs, values and rules in their lives which may be similar to religious rules.</p>	<p><b>Investigate different forms of worship.</b> Describe some different ways people communicate with their God.</p> <p>Consider the meaning of different forms of religious worship.</p> <p><b>Explore the diversity and significance of local religious places to faith groups and members of the community.</b> Describe the uses of sacred places, symbols and artefacts by believers and the community.</p> <p>Compare activities at different places of worship.</p> <p>Share thoughts and feelings about sacred spaces and their use.</p> <p>Explain how activities at local places of worship create a sense of community.</p>
MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words</p>

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	<p>Present ideas and information orally to a range of audiences*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p>	<p>material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
PE	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Music	<p><u>Main Focus</u> Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Ongoing</u> Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Main Focus</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p><u>Ongoing</u> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p><u>Main Focus</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Ongoing</u> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>

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