

## Year 3 Coverage

### SCIENCE

#### 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.
- 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.

#### Plants

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

#### Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two 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 two poles
- Predict whether two 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

HISTORY

<p><u>Topics</u> Stone Age to Iron Age Ancient Greece</p>	<p><u>NC Links...</u></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• a study of Greek life and achievements and their influence on the western world</li> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>
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GEOGRAPHY

<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Northern and Southern Hemispheres</li> <li>• Tropics and Equator</li> <li>• Arctic and Antarctic Circles</li> </ul>	<p><u>NC Links...</u></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Understand geographical similarities and differences through the study of human and physical geography</li> </ul>
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<ul style="list-style-type: none"> <li>• Compare and contrast a region in the UK to a region in Europe. Local hilly area with a flat one or under sea level.</li> <li>• Volcanoes and Earthquakes.</li> </ul>	<p>of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>
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<u>RE</u>	
<p><u>Topics</u></p> <p>How are beliefs expressed through arts?            What do creation stories tell us about our world?            What does it mean to be a Jew?            What do Christians believe about a good life?</p>	<p><u>NC Links...</u></p>

<u>ART</u>	
<p><u>Topics</u></p> <p>Painting            Pointillism - George Seurat            Digital Media            Printing            Landscapes - David Hockney</p>	<p><u>NC Links...</u></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>

DT

<u>DT</u>	
<u>Topics</u> Construction (recycled) Cooking- cheese straws	<u>NC Links...</u> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li></ul>

COMPUTING

<u>COMPUTING</u>	
<u>Topics</u> Scratch Word Powerpoint E-Safety	<u>NC Links...</u> <ul style="list-style-type: none"><li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li><li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li><li>• 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</li></ul>

PE

<u>PE</u>	
<u>Topics</u> A wide variety of indoor and outdoor sporting activities, including: Swimming Games Athletics	<u>NC Links...</u> <ul style="list-style-type: none"><li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>• perform safe self-rescue in different water-based situations.</li><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• 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</li></ul>

Gymnastics Dance Football	defending <ul style="list-style-type: none"><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>
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