

Science

O Track Objectives

Working Scientifically

- Ask relevant questions *and use different types of scientific enquiries to answer them.*
- Set up simple practical enquiries and comparative and fair tests.
- Make systematic and careful observations.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Plants

- 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 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.

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 their nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protecting and movement.

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.

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 a solid object.
- Find patterns in the way that the size of shadows change.

Forces

- 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 react or repel each other, depending on which poles are facing.

Geography

Geographical skills and fieldwork

- 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 Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world).

Locational Knowledge

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

O Track Objectives

- To investigate places: Ask and answer geographical questions about the physical and human characteristics of a location.
- To investigate places: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- To investigate places: Use fieldwork to observe and record the human and physical features in the local area and using a range of methods including sketch maps, plans and graphs and digital technologies.
- To investigate places: Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- To communicate geographically: Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use.

History

Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

- Late Neolithic hunter-gathers and early farmers. eg. Skara Brae.
- Bronze Age religion, technology and travel eg. Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

Ancient Egypt

- 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: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.

O Track Objectives

- To understand chronology: I can use the language of time accurately (dates/ centuries/BC/AD)
- Knowledge: I can write a paragraph to describe some of the main events, people and changes in the past.
- Causation and Change: I can ask historically valid questions.
- Use of Sources: I can identify primary and secondary sources.
- Communication: Use different ways to present information and ideas.

Year 3

R.E.

Autumn: 1. Symbolism of Trees 2. Angels

Spring: 1. What makes Jesus an inspiration to people 2. Charlottes Web

Summer: 1. Introduction to Islam 2. Does a beautiful world mean a beautiful God

O Track Objectives

- To understand beliefs and teachings: Present the key teachings and beliefs of a religion.
- To understand practices and lifestyles: Identify religious artefacts and explain how and why they used.
- To understand practices and lifestyles: Describe religious buildings and explain how they are used.
- To reason: I can support a point of view with a reason.

Languages

O track objectives

- To read fluently: To use cognates to guide understanding of new texts.
- To read fluently: Read and understand the main points in short conversational texts.
- To read fluently: Use a translation dictionary or glossary to look up new words.
- To write imaginatively: Write three to four short sentences/ phrases from memory. Not necessarily spelt correctly.
- To speak and listen confidently: Understand the main points from spoken passages/ short paragraphs.
- To speak and listen confidently: Begin to change phrases I already know.
- To understand the culture of the countries in which the language is spoken: Make comparisons between life in countries or communities where the language is spoken and this country.

Computing

O Track Objectives

Computer Science

- Write programs that accomplish specific goals.
- Use sequence in programs.

Information Technology

- Use a variety of software to accomplish given goals.
- Collect information.
- Use search technologies effectively.

Digital Literacy

- Use technology safely.
- Identify a range of ways to report concerns about content.

Music

O Track Objectives

To Perform:

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Play notes on an instrument with care so that they are clear.
- Perform with control and awareness of others.

To Compose:

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Use digital technologies to compose pieces of music.
- Create accompaniments for tunes
- Use drones as accompaniments.
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To Transcribe:

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical staff.

To Describe Music:

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Art

O Track Objectives

To Develop Ideas:

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.

To Master Techniques:

- Drawing- Use different hardnesses of pencils to show line, tone or texture.
- Drawing- Sketch lightly (no need to use a rubber to correct mistakes)
- Drawing- Use hatching and cross hatching to show tone and texture.
- Painting- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Painting- Mix colours effectively.
- Print- Use layers of two or more colours.
- Print- Replicate patterns observed in natural or built environments.
- Print- Make printing blocks.
- Print- Make precise repeating patterns.
- Sculpture- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Sculpture- Use clay and other mouldable materials.
- Textile- Colour fabric.
- Textile- Create weavings.

To Take Inspiration from the Greats (classic and modern)

- Create original pieces that are influenced by studies of others.

Design and Technology

O Track Objectives

To design, make, evaluate and improve:

- Make products by working efficiently (such as carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design.

To master practical skills:

- **Food-** Follow a recipe.
- **Food-** Prepare ingredients hygienically using appropriate utensils.
- **Materials-** Cut materials accurately and safely by selecting appropriate tools.
- **Textiles-** Join textiles with appropriate stitching.
- **Textiles-** Select the most appropriate techniques to decorate textiles.
- **Construction-** Choose suitable techniques to construct products or to repair items.
- **Construction-** Strengthen materials using suitable techniques.

PSHCEE

O Track Objectives

My Healthy Lifestyle

- I can make choices about my lifestyle to improve my health and well being.
- I understand the link between physical activity and nutrition in achieving a healthy lifestyle.
- I know what are the good habits for looking after my growing body.
- I can recognise the range of human emotions and how they change in different situations.

Me and My Future

- I know how to look after and handle money in everyday situations.
- I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.
- I know there are different ways to gain money, including earning it through work.
- I know that it is possible to keep money safe by putting it into an 'account' in the bank or building society.
- I know that you can plan for future spending and how to save.
- I understand that money is a finite resource for individuals, institutions and the community.
- I am able to make comparisons between prices when deciding what is the best 'value for money'.
- I can explain why people work and the different jobs that people do.
- I am aware that the learning choices I make will affect my future options.
- I can talk positively about what I like to do and what I would like to do in the future.
- I can explain how I will develop skills for work in the future.

Moving On

- I can identify positive achievements during my time in the last academic year.
- I can explain what I am worried about, what I am looking forward to and what to expect in the next academic year.
- I can sometimes understand why other people are behaving as they are when they are finding change difficult.

Me and My Relationships

- I can identify different types of relationships and show ways to maintain positive and healthy relationships and understand that relationships may change over time.
- I understand that it is OK to be different to others and know the importance of valuing myself.
- I know how other families are similar or different to mine.
- I can listen to and show respect for the views of others.
- I can judge what kind of physical contact is acceptable or unacceptable.
- I can describe the nature and consequences of bullying and express some ways of responding to it.
- I can recognise and challenge stereotypes and can empathise with other people and situations through topical issues, problems and events.
- I know about change and loss including separation, divorce and bereavement.

Keeping Myself Safe

- I can identify and explain how to manage the risks in different familiar situations.
- I know how to ask for help and about the people who are responsible for keeping me healthy and safe.
- I can make judgements and decisions and use basic techniques for resisting negative peer pressure.
- I can demonstrate basic safety procedures when using medicines.
- I know how to keep myself and others safe and am fully aware of school rules for health and safety, basic emergency procedures and where to get help for myself and others in need.
- I can explain how my actions have consequences for myself and others.
- I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.

I can demonstrate and understand e-safety when communicating online.

PE

O Track Objectives

To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Games

- Throw using over/under arm and catch with control with accuracy on my own and with a friend.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- To participate and enjoy games
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Dance

- Plan, perform and repeat sequences.
- Create movements and put into sequences.
- Change speed and levels within a performance to suit the style.

Gymnastics

- Plan, perform and repeat sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- To be able to transfer basic sequences and movements from the floor, onto the apparatus safely.

Athletics

- Sprint over a short distance up to 40 metres.
- Use a range of throwing techniques (such as under arm, over arm).
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

Outdoor and adventurous activities

- Not applicable

