# Year 3: Autumn 1 *'We Are Not Amused'*

## Science

**Animals, including humans**

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

## History

**Local History**

- A study of Local History taking account of a period of history that shaped the locality
  - Why did people come and live in Sheffield?
  - When did Carterknowle school open and what can we find out about its history?
  - What is Sheffield famous for?
  - What can we find out about Sheffield artists, musicians, writers etc?
  - Why does Sheffield have a railway and a canal and when were they built?
  - What were the advantages and disadvantages of living in Victorian Sheffield?
- How we used to live in Victorian times
- The work of Charles Darwin – a significant turning point in History (link to science)

## Geography

Geographical skills and fieldwork:

- use maps & atlases to locate area and describe features studied including the eight points of a compass, four-figure grid references, symbols and key (and the use of Ordnance Survey maps)
- 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.

## Art & Design

Pupils should be taught:

- 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 and painting) creating a background using a wash and using different brushes to create different effects
- about great artists. Exploring work from other periods of time by studying the work of Lowry and comparing his work to that of other artists

## Physical Education

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team. The children should learn to follow a map and move from one location to another.
- To perform dances using a range of movement patterns.
- Can children improvise translating ideas into movement?
- Can they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform phrases in a dance?

## Computing topic:

Pupils should be taught to:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information. Review, download and edit images using software.

## Music

The national curriculum for music aims to ensure that all pupils:

## French

From provider

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| ▪ learn to sing and to use their voices, to create and compose music on their own and with others. Sing in tune and with expression, controlling their voices when performing. Create accompaniments for tunes using body percussion and instruments. | |

## Religious Education

How do Christian people's beliefs about God, the world and others have an impact on their lives?
Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator
Discuss a range of ideas about 'big questions' e.g. What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?

## Personal, Social and Health Education/SRE

**Core Theme 1: Health and Wellbeing (H)**
**Core Theme 2: Relationships (R)**
**H15** school rules about health and safety, basic emergency aid procedures, where and how to get help
**H8** about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
**R1** to recognise and respond appropriately to a wider range of feelings in others
**R2** to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
**R3** to recognise ways in which a relationship can be unhealthy and whom to talk to if they need
**R19** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

| English Skills: | Maths Skills: | Computing Skills: |
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| Non chronological report on aspects of Victorian everyday life | | A photographic history of Carterknowle School |

## Trip/Visitor/Immersion Day

Kelham Island Museum

# Year 3: Autumn 2 *'Move It!'*

## Science

**Forces and Magnets**

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

## Design and Technology

**Woodwork** (moving vehicle with motor)

- 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
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and

## Cooking & Nutrition

Pupils should be taught to:

- understand the principles of a healthy and varied diet
- prepare a healthy breakfast dish using a range of techniques

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| motors] | |
| **Physical Education**<br>Pupils should be taught to:<br>• develop flexibility, strength, technique, control and balance<br>• use running, jumping, throwing and catching in isolation and in combination<br>• play competitive games and apply basic principles suitable for attacking and defending | **Computing topic:**<br>Pupils should be taught to:<br>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output |
| **Music**<br>Music Express | **French**<br>From provider |
| **Religious Education** | **Personal, Social and Health Education/SRE**<br>**Core Theme 1: Health and Wellbeing (H)**<br>**Core Theme 2: Relationships (R)**<br>**Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)**<br>**L2** why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part inmaking and changing rules<br>**H21** strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)<br>**H23** about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe<br>**R11** work collaboratively towards shared goals<br>**R12** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves |

| English Skills: | Maths Skills: | Computing Skills: |
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**Trip/Visitor/Immersion Day**

Autumn Singing Festival (Sheffield Music Hub)

# Year 3: Spring 1 *'Let's Rock!'*

## Science

**Rocks**

Pupils should be taught to:

- 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.

Non-statutory guidance:

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

## History

**Stone Age to the Iron Age**

Including: Hunter gatherers, early farming, Bronze Age, Iron Age

- What can you find out about the Stone, Bronze and Iron Ages?
- Where did the early Britons live and how did they make shelters?
- Where do we know about their weapons, food, clothes, ways of communicating and eating?
- What do we know about their lifestyles through the art they produced?
- How did they move heavy items around?

## Art & Design

Pupils should be taught:

- to improve their mastery of art and design techniques by creating Stonehenge Silhouettes through collage and Stone Age Cave paintings.
- about great artists, architects and designers in history by exploring work from the Stone Age period.

## Geography

Describe and understand key aspects of physical geography:

- Mountains, volcanoes and earthquakes
  - What causes a volcano to erupt?
  - What are the famous volcanos?
  - Can we recreate an erupting volcano?
  - What is an earthquake and how can they be measured?
  - What's the difference between a mountain and a hill?
  - What are the famous mountains in the world and our country?

Geographical skills:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination to compete in athletics activities
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- perform dances using a range of movement patterns by creating a dance around the theme of 'Hunting in an Unknown Territory'

## Computing topic:

Pupils should be taught to:

- 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

## Music

From provider

## French

From provider

## Religious Education

Y3 the journey of life and death – birth

## Personal, Social and Health Education/SRE

**Core Theme 2: Relationships (R)**

**R11** work collaboratively towards shared goals

**R13** to develop strategies to resolve disputes and conflict through

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| | negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves<br>**R12** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support<br>to benefit others as well as themselves<br>**R13** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age and disability (see 'protected characteristics' in the Equality Act 2010)<br>**R14** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) |

| English Skills: | Maths Skills: | Computing Skills: |
|---|---|---|
| - Alphabetical Text of Famous Volcanoes | - Sorting rocks based on their properties | - Powerpoint presentation on Stone Age everyday life |

## Trip/Visitor/Immersion Day

Castleton Residential / Day Trip

# Year 3: Spring 2 *'Veni, vidi, vici'* or *'I came, I saw, I conquered'*

## History

**The Roman Empire and its impact on Britain**

- Julius Caesar
- Hadrian's Wall
- Boudica
- Romanisation of Britain

  - Who were the Romans and why did they come to Britain?
  - What did the Romans do for Britain?
  - How did rich and poor Romans live?
  - What was life like for a Roman soldier?
  - Why and where did the Romans build forests?
  - Who was Boudica and why did she become famous?
  - Who were the famous Romans?

## Geography

Locational Knowledge:

- Name and locate counties 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

Human geography:

- Types of settlement and land use

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 grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

## Cooking & Nutrition

## Design & Technology

## Physical Education

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance
- use running, jumping, throwing and catching in isolation and in combination

play competitive games and apply basic principles suitable for attacking and defending

## Computing topic:

## Music

From provider

## French

From provider

## Religious Education

## Personal, Social and Health Education/SRE

**Core Theme 1: Health and Wellbeing (H)**

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| How do families and communities live out their faith? | **Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)**<br>**H12** that bacteria and viruses can affect health and that following simple routines can reduce their spread<br>**H1** what positively and negatively affects their physical, mental and emotional health<br>**H2** how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'<br>**H5** to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals<br>**H6** to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others<br>**L3** to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child |

| <u>English Skills:</u> | <u>Maths Skills:</u> | <u>Computing Skills:</u> |
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## <u>Trip/Visitor/Immersion Day</u>

# Year 3: Summer 1 *'Grow your own'*

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## Science

**Plants**

Pupils should be taught to:

- 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.

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Non-statutory guidance:

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

**Note:** Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.

Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

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## Cooking & Nutrition

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## Design & Technology

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## Physical Education

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## Music

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## French

From provider

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## Religious Education

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## Personal, Social and Health Education/SRE

**Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)**

**L4** that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

**L7** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

**L8** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

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## English Skills:

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## Trip/Visitor/Immersion Day

Park, woods, allotments

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# Year 3: Summer 2 *'Here Comes the Sun'*

## Science

**Light**

Pupils should be taught to:

- 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.

Non-statutory guidance:

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

***Note:*** *Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.*

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

## Art & Design

sewing

## Physical Education

## Computing topic:

## Music

## French

From provider

## Religious Education

**What does the symbol of light mean to different people?**

## Personal, Social and Health Education/SRE

Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L)

**L11** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

**L12** to consider the lives of people living in other places, and people with different values and customs

**L13** about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

## English Skills:

## Maths Skills:

## Computing Skills:

## Trip/Visitor/Immersion Day

Magna/Eureka