Year 3
Secret Garden

Attitudes to Learning:
- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

Design and Technology
- Develop sensory vocabulary/ knowledge using smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury)
- Follow instructions/recipes
- Make healthy eating choices – use the Eatwell plate (sci)
- Join and combine a range of ingredients
- Explore seasonality of vegetables and fruit
- Find out which fruit and vegetables are grown in countries/ continents (Geo)
- Develop understanding of how meat/fish are reared/caught
- Create a design that meets a range of requirements
- Plan a sequence of actions to make a product
- Think ahead about the order of their work and decide upon tools and materials
- Propose realistic suggestions as to how they can achieve their design ideas
- Select from a range of tools for cutting shaping joining and finishing
- Cut slots
- Investigate similar products to the one to be made to give starting points for a design
- Decide which design idea to develop
- Consider and explain how the finished product could be improved

Art & Design
- Create printing blocks using a relief or impressed method.
- Create repeating patterns.
- Print with two colour overlays.
- Select from first hand observation, experience and explore ideas for different purposes.
- Make thoughtful observations about starting points and select ideas to use in their work.
- Compare ideas in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work by describing how they might develop it further.

Geography
Farming and Food (Links to local area)
- To recognise the different types of land use around our area and how these are used.
- To understand the food that we eat comes from many different places around the world. (DT)
- To explore the types of farming which produce food and investigate the types around our local area. (DT)
- Name and locate land use patterns and understand how some of these aspects have changed over time (farming and food in the local area).
- Use letter/ number co-ordinates to locate features on a map.
- Introduce the use of scale on a map practically and discuss its purpose.
- Use fieldwork to observe the human and physical features in the local area e.g. farming areas, towns etc.
- Use sketch maps and Digi Maps to identify different land use areas.

Religious Education *British Values link
Christianity – God
- know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
- identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)
- suggest why these prophets chose to listen to and follow God
- identify Christians who might be described as people who listened to and followed God
- describe how and why some Christians might devote their lives to serving God
- talk about what is meant by a sense of vocation
- identify inspirational people/role models for the world today
- describe the qualities that inspirational people might have
- discuss who makes a good role model and why
- raise and discuss questions about following others – including both positive and negative responses

Hindu Dharma
- develop an understanding of the importance of duty and commitment to many religions
- know that following dharma (religious duty) is an important part of Hindu life
- suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family
- describe how and why Hindus might celebrate Raksha Bandhan
- identify aspects of the celebration which remind Hindus of their dharma
- identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)
- identify sources of authority and inspiration
- consider what our 'duties' as human beings are
- reflect on their own duties – to themselves, to their families, to their communities* (PSHE)
- discuss who or what they follow – and why

Physical Education
Dance – Myths & Legends (Literacy link)
- Investigate and explore a range of myths, characters and settings.
- Respond to visual images of mythical creatures.
- Create and extend a dance phrase to tell a story and convey challenges faced.

Athletics – Elevating Athletics
- Select appropriate running techniques for distance and sprinting.
- Develop jumping and throwing techniques.
- Perform in competitive athletics events.
- Evaluate their own and others performances.
- Compare with previous performances to improve personal best.

Games – Tri Golf
- Develop accuracy when putting and chipping.
- Work co-operatively as part of a team in a range of putting and chipping challenges.
- Take part in a Tri-Golf Level 1 event.

Outdoor & Adventurous – Physical Challenges (Forest School Link)
- Take part in Outdoor & Adventurous physical challenges with a partner or team.
- Develop collaboration and co-operation, working effectively as part of a team.
- Develop trust and take responsibility for self and others.
- Recognise and evaluate success.

Music
- Play more confidently as part of a group by ear and with basic notation.
- Perform what they have learnt to other people.
- Practise, rehearse and present performances with awareness of the audience
- Compose using 3 notes and beyond.
- Record compositions using symbolic notation, ICT, video and formal notation.
- Identify basic musical styles from different times and traditions and the instruments played (e.g. RnB, Rock, Pop, Reggae, Film, Musicals, Disco, Funk etc.)
- Use accurate musical language to describe and talk about music from different contexts within history.

PSHE-& RHE
Environment & Community
Teamwork & Co-operation

Harold's environment project
Define what is meant by the environment;
Evaluate and explain different methods of looking after the school environment;
Devise methods of promoting their priority method.

My Community
Define the term 'community';
Identify the different communities that they belong to;
Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

Growing & Changing
Resilience & Perseverance

I am fantastic
Identify their achievements and areas of development;
Recognise that people may say kind things to help us feel good about ourselves;
Explain why some groups of people are not represented as much on television/in the media.

How can we solve this problem?
Rehearse and demonstrate simple strategies for resolving given conflict situations.

Modern Languages

Bon Anniversaire
- Recognise and ask politely for various snacks.
- Give simple opinions about foods.
- Recognise and order the months of the year.

Quelle Heure est-il?
- Begin to talk about leisure activities.
- Recognise o'clock times.
- Link activities to times to the hour.
- Answer simple questions.
- Begin to understand masculine and feminine nouns.
- Recognise sounds within words.
- Use accurate pronunciation.
- Begin to understand and follow simple classroom instructions.

Computing

Programming – NB Repetition is essential for embedding skills.
Control a device or program through a series of commands (algorithms).
Keep testing my program and can recognise when I need to debug it.
Use repetition in programs to write code using the least number of lines and improve efficiency.

Data Handling
Know that collecting and storing information in an organised way helps them find answers to questions
Know that information on record cards is divided into fields and that a set of record cards is called a file
Know that information can be held as numbers, choices (such as yes/no) or words.
Add a record to a file in a computer database
Answer simple questions by matching the contents of a single field
Use a database to produce bar charts
Use a database to sort and classify information and to present findings

Online Safety
- Consider amount of time spent on line and issues surrounding this.
- Post positive comments online and understand that blogs/forums can be seen by wider audiences.(PSHE)

Science

Animals including humans Knowledge
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 (PSHE)
identify that humans and some other animals have skeletons and muscles for support, protection and movement

Skills
Decide ways and give reasons for sorting, grouping, classifying, identifying living things, processes
Compare and contrast and begin to consider the relationships between different things *(e.g. diets, skeletons of humans and other animals.)*
Record similarities as well as differences *(e.g. what do all skeletons have? as well as the differences between skeletons*
Explore their own ideas about 'what if….?' scenarios e.g. humans did not have skeletons.

Light Knowledge
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 (Maths link)

Skills
Use equipment **accurate**ly to improve the detail of their measurements/observations *(microscopes, measuring syringes, measuring cylinders, hand lenses)*
Record and present findings using simple scientific language and vocabulary from the year 3 PoS *including discussions, oral and written explanations, notes, annotated drawings, pictorial representations, labelled diagrams, simple tables, bar charts displays or presentations*
Observe and record changes /stages over time
Begin to understand that some questions can be tested in the classroom and some cannot.
Make simple **accurate** measurements using whole number standard **units**, using a range of equipment
With scaffold / support record, and present data in a variety of ways to help in answering questions.
With help, look for changes and simple patterns in their observations, data, chart or graph

Plants, Animals, including humans Knowledge (seasons week)
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.

Skills
Observe and record relationships between structure and function.
Ask questions such as 'What if we tried….? Or 'What if we changed…?'
Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.
Use their experience and some **evidence** or results to draw a simple **conclusion** to answer their original question.
Compare and contrast and begin to consider the relationships between different things *(e.g. structures of plants, functions of plant parts, changes over time,*