**Year 3 Curriculum Coverage 2016/17**

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| **Year 3 Skills Expectations - Science** | |
| **Working scientifically – across all areas** | |
|  | Set up simple practical enquiries, comparative and fair tests |
|  | Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment |
|  | Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |
|  | Report on findings from enquiries, including oral and written explanations |
|  | Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |
| **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 (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 |
| **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. |
| **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 rocks |
|  | Recognise that soils are made from rocks and organic matter |

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| **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 object |
|  | Find patterns in the way that the size of shadows change. |
| **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 |

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| **Lower Key Stage 2 Skills Expectations - Geography** | |
|  | Locate equator, Northern and Southern hemispheres |
|  | Describe location using grid references |
|  | Locate world continents and identify major European countries |
|  | Read and understand maps and geographical diagrams |
|  | Name and locate counties and major cities within the UK |
|  | Ask and answer questions about how and why places change |
|  | Use a range of resources to compare places and ask why there are differences between them (e.g. in land use) |
|  | Identify the human and physical features of a locality and describe the impact that they have (e.g. volcanoes, mountains, rivers and coasts) |
|  | Identify the impact their actions have on their environment and discuss different ways to make a difference (British Values/citizenship) |

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| **Lower Key Stage 2 Skills Expectations - History** | |
|  | Give simple reasons for why key events happened in history and discuss the impact that they had |
|  | Use dates and times when talking about periods of history and the passing of time (e.g. ancient, modern, decade, century, A.D. and B.C.) |
|  | Ask and answer questions about life in various periods of history |
|  | Look at artefacts and evidence and discuss what they tell us about particular time periods |
|  | Share and discuss theories about what an artefact might be used for |
|  | Make direct comparisons between a period in the past and the present |
|  | Compare and contrast lives of different groups (e.g. Rich or poor) in different periods |
|  | Identify and discuss the impact of historical events on their own local areas (e.g. the Civil War in the South West on England) |

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| **Lower Key Stage 2 Skills Expectations - Art** | |
|  | Use sketching, with some support, to record from first hand experiences, collect visual information and explore imaginative ideas. |
|  | Begin to explore and discuss the ideas, intentions and techniques of different artists. |
|  | Develop control in using a range of different tools, materials and techniques. |
|  | Begin to independently choose techniques according to the purpose of their work. |
|  | Compare their work with others. |

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| **Key Stage 2 Skills Expectations – DT** | |
|  | Use research and criteria to design products that are fit for purpose |
|  | Communicate ideas through discussion, annotated sketches, diagrams and prototypes |
|  | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately |
|  | Build and apply knowledge, understanding and skills in order to make products that are fit for purpose |
|  | Select from and use a range of materials and components based upon their properties |
|  | 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 technology have helped shape the world |
| **Cooking and Nutrition** | |
|  | Understand where food comes from. |
|  | Use the basic principles of a healthy and varied diet to prepare dishes. |
|  | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
|  | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |