




Friars Primary School and Nursery


Year 3 - National Curriculum Coverage by Subject – September 2023

Year 3 Connected Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		The Iron Man	Healthy Me	Shake, Rattle and Roll	The Romans	Dragons!
	<i>Learning about the Ted Hughes book and linking to magnetic objects and forces.</i>	<i>Learning about our the digestive system, health and fitness and our family history</i>	<i>Learning about volcanoes, earthquakes and how archaeology helps us learn about the past.</i>	<i>Learning about the capital cities of European countries and why England was invaded by visitors from the continent</i>	<i>Learning about dragons real and imagined using books as a stimulus</i>	<i>Learning about plants and their function how they help the environment an why we need to protect the rainforests from de-forestation</i>
Art & Design 	<p>Iron man sketches using different pencil strokes.</p> <p>Silhouettes on a watercolour wash background.</p> <p>Cave Paintings</p> <p>Clay – Stone Age Jewellery</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>		<p>Margaret Godfrey</p> <p>Volcano landscapes, using collage and layering techniques.</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Roman mosaics using paper, focusing on pattern and shape.</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p>		<p>Monet – recreating a famous painting using chalks, oil pastels and paint.</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>



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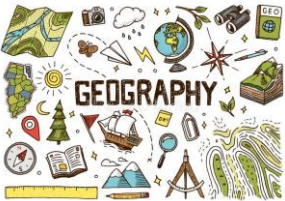
Year 3 - National Curriculum Coverage by Subject – September 2023

<p>Design & Technology</p>  <p>DESIGN TECHNOLOGY</p>		<p>Design and make a medicine box for a particular purpose</p> <p><i>Design - 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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of</i></p>			<p>Design and make a mechanism (moving dragon)</p> <p><i>Design - 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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>	<p>Making salads - health and nutrition. Make products applying knowledge of nutrition and health and safety practices whilst working with food.</p> <p><i>Design - 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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>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</i></p> <p><i>Evaluate - investigate and analyse a range of existing products</i></p>
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Friars Primary School and Nursery



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		others to improve their work				evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Geography 	Mini World - Stone Age settlement, creating grid references based on the mini world. <i>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> <i>This will be done in outdoor learning.</i>		Earthquakes/volcanoes <i>describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes,</i> <i>Re-create tectonic plates using Oreo biscuits</i> <i>Locating mountains and volcanoes on maps – digimaps</i>		UK countries/capitals Compare and contrast UK to European city <i>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),</i>	Map making and fieldwork - Beach Trip <i>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</i>
	Continuous through the year <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>					
History	Exploring the stone age <i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i>	Exploring the Bronze Age <i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i>		Romans Colchester Castle visit. <i>Learn about the Roman Empire and its impact on Britain i.e. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest,</i>		



Friars Primary School and Nursery

Year 3 - National Curriculum Coverage by Subject – September 2023

				<p><i>including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p><i>Learn about Britain's settlement by Anglo-Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p>		
	<p>Continuous throughout the year</p> <p><i>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>					
<p style="text-align: center;">Science</p> 	<p>Forces & Magnets</p> <p><i>compare how things move on different surfaces</i></p> <p><i>notice that some forces need contact between two objects, but magnetic forces can act at a distance</i></p> <p><i>observe how magnets attract or repel each other</i></p>	<p>Animals including humans</p> <p><i>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</i></p> <p><i>identify that humans and some other animals have</i></p>	<p>Rocks & Layers of the Earth</p> <p><i>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i></p> <p><i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i></p>	<p>Light</p> <p><i>recognise that they need light in order to see things and that dark is the absence of light</i></p> <p><i>notice that light is reflected from surfaces</i></p> <p><i>recognise that light from the sun can be dangerous</i></p>	<p>Plants</p> <p><i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i></p> <p><i>explore the requirements of plants for life and growth (air, light, water, nutrients from</i></p>	<p>Plant Discovery</p> <p><i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i></p> <p><i>explore the requirements of plants for life and growth (air, light, water, nutrients from</i></p>



Friars Primary School and Nursery

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	<p><i>and attract some materials and not others</i></p> <p><i>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</i></p> <p><i>describe magnets as having two poles</i></p> <p><i>predict whether two magnets will attract or repel each other, depending on which poles are facing.</i></p>	<p><i>skeletons and muscles for support, protection and movement.</i></p>	<p><i>recognise that soils are made from rocks and organic matter.</i></p>	<p><i>and that there are ways to protect their eyes</i></p> <p><i>recognise that shadows are formed when the light from a light source is blocked by an opaque object</i></p> <p><i>find patterns in the way that the size of shadows change.</i></p>	<p><i>soil, and room to grow) and how they vary from plant to plant</i></p> <p><i>investigate the way in which water is transported within plants</i></p> <p><i>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p>	<p><i>soil, and room to grow) and how they vary from plant to plant</i></p> <p><i>investigate the way in which water is transported within plants</i></p> <p><i>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p>
<p>Continuous throughout the year</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • <i>asking relevant questions and using different types of scientific enquiries to answer them</i> • <i>setting up simple practical enquiries, comparative and fair tests</i> • <i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> • <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> • <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> • <i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> • <i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> • <i>identifying differences, similarities or changes related to simple scientific ideas and processes</i> • <i>using straightforward scientific evidence to answer questions or to support their findings.</i> 						