 Year 3 Curriculum concepts and milestones

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|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Biology –  To understand animals and humans  I can identify that animals, including humans need the right types and amounts of nutrition and that they cannot make their own food – getting nutrition from what they eat.  I can construct and interpret a variety of food chains, identifying producers, predators and prey.  Chemistry –  To investigate materials  I can compare and group different kinds of rocks based on simple physical properties.  I can relate the properties of rocks to their formation – igneous or sedimentary.  Physics –  To investigate sound and hearing  I can identify how sounds are made, associating them with something vibrating.  I can recognise that vibrations from sounds travel through a medium to the ear.  All experiments should also include working scientifically:  To work scientifically  I can ask relevant questions I can set up simple practical enquiries and fair tests I can make accurate measurements I can record my findings using simple language, drawings, labelled diagrams, bar charts and tables | Biology –  To investigate living things  I recognise that living things can be grouped in a variety of ways.  I can explore and use classification keys.  I can recognise that environments change and this can sometimes pose dangers to specific habitats.  Chemistry –  To investigate materials  I can describe how fossils are formed when things that have lived are trapped within sedimentary rock.  Physics –  To understand the Earth’s movement in space  I can describe the Earth’s movement around the sun and the moon relative to Earth.  I understand what the stars are. | Biology –  To understand humans and animals  I can describe the simple functions and parts of the digestive system in humans.  I can identify the different types of teeth in humans and their simple functions.  I can identify that humans and some animals have skeletons and muscles for support, protection and movement.  Chemistry –  To investigate materials  I can recognise that soils are made from rocks and organic matter.  I can compare and group different types of rocks based on simple physical properties.  I can relate the properties of rocks to their formation – igneous or sedimentary.  Physics –  To understand movement, forces and magnets  I can compare how things move on different surfaces.  I can discuss the fact that some forces need contact between two objects but magnetic forces can act at a distance.  I can observe how magnets attract or repel each other and attract some materials and not others.  I can compare and group objects based on their magnetism.  I can describe magnets as having two poles and use my knowledge to predict attraction or repulsion. |
| Concepts and milestones to cover in Geography | To investigate places  I can ask and answer geographical questions about the physical and human characteristics of a location  I can use fieldwork to observe and record the human and physical features in the local area using a range of methods  I can name and locate countries and cities of the UK and their identifying human and physical characteristics e.g. cities, hills, mountains, rivers, key topographical features and land use patterns; and understand how some of these things have changed over time  I can use maps, atlases, globes and digital computer mapping to locate countries and describe features  To investigate patterns  I can describe how the locality of the school has changed over time  To communicate geographically  I can describe key physical features  Rivers, mountains, volcanoes, earthquakes and water cycle  I can describe key human features  Settlements and land use  I can use the eight points of a compass to communicate knowledge of the UK | To investigate places  I can ask and answer geographical questions about the physical and human characteristics of a location  I can use maps, atlases, globes and digital computer mapping to locate countries and describe features  To investigate patterns  I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areas  I can describe geographical similarities and differences between countries  To communicate geographically  I can describe key physical features  Rivers, mountains, volcanoes, earthquakes and water cycle  I can describe key human features  Settlements and land use  I can use the eight points of a compass to communicate knowledge of the UK and the wider world | To investigate places  I can ask and answer geographical questions about the physical and human characteristics of a location  I can use maps, atlases, globes and digital computer mapping to locate countries and describe features  To investigate patterns  I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areas  I can describe geographical similarities and differences between countries  To communicate geographically  I can describe key physical features  Rivers, mountains, volcanoes, earthquakes and water cycle  I can describe key human features  Settlements and land use  I can use the eight points of a compass to communicate knowledge of the UK and the wider world) |
| Concepts and milestones to cover in History | To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  To build an overview of world history  I can describe changes that have happened near the school throughout history  I can describe changes that have happened in Britain from ancient times  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past | To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  I can describe different accounts of a historic event and explain why the accounts might differ  To build an overview of world history  I can describe the social, ethnic, cultural or religious diversity of past society  To understand chronology  I can place events, artefacts and historical figures on a timeline using dates  I can understand the concept of change over time  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past | To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  I can describe different accounts of a historic event and explain why the accounts might differ  I can suggest causes and consequences of some of the main events in history  To build an overview of world history  I can describe the social, ethnic, cultural or religious diversity of past society  I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children  To understand chronology  I can place events, artefacts and historical figures on a timeline using dates  I can understand the concept of change over time  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past |
| Concepts and milestones to cover in Computing | To code  I can specify conditions to trigger events  I can use IF and THEN conditions  To connect  I can use features of applications to communicate messages professionally  To collect  I can devise and construct databases | To code  I can use the reporter operators to perform calculations  I can use variables to store a value  I can create and edit sounds  To connect  I can use features of applications to communicate messages professionally  To collect  I can devise and construct databases  (Please note that there is a separate e- safety curriculum to be followed) | To code  I can use the functions define, set, change, show and hide to control the variables  I can create conditions for actions by sensing proximity or waiting for a user input  To connect  I can use features of applications to communicate messages professionally  To collect  I can devise and construct databases |
| Concepts and milestones to cover in Art  (developing ideas by responding to ideas and exploring and collecting visual information as well as commenting on art works should happen at all times) | To print  I can use layers of two or more colours  I can replicate patterns observed in natural or built environments  I can make printing blocks  I can make precise repeating patterns  To collage  I can select and arrange materials for a striking effect  I can use coiling, overlapping, tessellation, mosaic and montage  To use digital media  I can create images, video and sound recordings and explain why they were created | To draw  I can use different hardness of pencils to show line, tone and texture  I can annotate sketches  I can sketch lightly and use shading to show light and shadow  I can use hatching and cross hatching to show tone and texture  To sculpt  I can create and combine shapes to create recognisable forms  I can include texture that conveys feelings, expression or movement  I can use clay and other mouldable materials  I can add materials to provide interesting detail | To paint  I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines  I can mix colours effectively  I can use watercolour to produce washes for backgrounds and then add detail  I can experiment with creating mood and colour  To take inspiration from the greats  I can replicate some of the techniques used by notable artists  I can create original pieces that are influenced by studies of others |
| Concepts and milestones to cover in Design  (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with construction  I can choose suitable techniques to construct products or to repair them  I can strengthen materials using suitable techniques  To master practical skills with materials  I can cut materials accurately and safely by selecting the appropriate tools  I can measure and mark to the nearest mm  I can apply appropriate cutting and shaping techniques  I can select appropriate joining techniques | To master practical skills with food  I can prepare ingredients hygienically using appropriate utensils  I can measure ingredients to the nearest gram accurately  I can follow a recipe  I can assemble or cook ingredients  To take inspiration from design throughout history  I can improve upon existing designs giving reasons for my choice  I can disassemble products to understand how they work | To master practical skills with mechanics  I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product e.g. levers/winding mechanisms/pulleys and gears  To take inspiration from design throughout history  I can improve upon existing designs giving reasons for my choice  I can disassemble products to understand how they work |
| Concepts and milestones to cover in RE | To explore what Christians believe about God  I can discuss how symbols in the bible help Christians relate to God  I can discuss what symbols in the story of Jesus’ baptism reveal about the nature of God  I can explore what visual symbols and symbolic acts can be seen in a Christian church  I can explore how language within worship expresses Christian beliefs | To explore what Muslims believe about God  I know what the main concepts of Islam reveal about the nature of Allah  I understand the purpose of visual symbols in a mosque  To explore what Hindus believe about God  I know how Hindu deities are described in sacred texts and stories  I can discuss visual symbols in the mandir | To compare and understand religions  I know what a pilgrimage is and what it involves  I can discuss some famous pilgrimages from Christianity/Hinduism/Islam |
| Concepts and milestones to cover in PE | To Dance  I can plan, perform and repeat sequences  I can move in a clear, fluent and expressive manner  I can refine movements in to sequences  I can create dances and movements that convey a definite idea  I can change speed and levels within a performance  I can develop physical strength and suppleness by practicing moves and stretching  To Play Games  I can throw and catch with control and accuracy  I can strike a ball and field with control  I can choose appropriate tactics to cause problems for the opposition  I can follow the rules of the game and play fairly  I can maintain possession of a ball  I can pass to team mates at appropriate times  I can lead others and act as a respectful team member | To perform gymnastics  I can plan, perform and repeat sequences  I can move in a clear, fluent and expressive manner  I can refine movements in to sequences  I can show changes of direction, speed and level during a performance  I can travel in a variety of ways (including flight and weight transference)  I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (balances)  I can swing and hang from equipment safely (Using hands)  To pursue Outdoor adventures  I can arrive properly equipped for outdoor and adventurous activity  I understand the need to show accomplishment in managing risks  I can show an ability to both lead and form part of a team  I can support others and seek support if required when the situation dictates  I can show resilience when plans do not work and initiative to try new ways of working  I can use maps, compasses and digital devices to orientate myself  I can adapt plans to suit changing conditions | To practice Athletics  I can sprint over a short distance up to 60 metres  I can run over a longer distance, conserving energy in order to sustain performance  I can use a range of throwing techniques (under and over arm)  I can throw with accuracy to hit a target or cover a distance  I can jump in a number of ways, using a run up where appropriate  I can compete with others and aim to improve personal best performances  To Play Games  I can throw and catch with control and accuracy  I can strike a ball and field with control  I can choose appropriate tactics to cause problems for the opposition  I can follow the rules of the game and play fairly  I can maintain possession of a ball  I can pass to team mates at appropriate times  I can lead others and act as a respectful team member |
| Concepts and milestones to cover in PSHE | Being me in my world  I recognise my worth and can identify positive things about myself and my achievements  I can set personal goals  I can face new challenges positively, make responsible choices and ask for help when I need it  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect myself and others and I care about other people’s feelings  I can make responsible choices and take action  I understand my actions affect others and try and see things from their point of view  Celebrating difference  I understand that everybody’s family is different and important to them  I understand that differences and conflicts sometimes happen among family members  I know what it means to be a witness to bullying and how witnesses can make a situation better or worse by what they do  I recognise that some words are used in hurtful ways  I can tell you about a time when my words affected someone’s feelings and what the consequences were | Dreams and goals  I can tell you about a person who has faced difficult challenges and achieved success  I can identify a dream/ambition that is important to me  I enjoy facing new learning challenges and working out the best ways for me to achieve them  I am motivated and enthusiastic about achieving our new challenge  I can recognise obstacles which might hinder my achievement and can take steps to overcome them  I can evaluate my own learning process and identify how it can be better next time  Healthy me  I understand how exercise affects my body and know why my heart and lungs are such important organs  I understand how exercise affects my body and know why my heart and lungs are such important organs  I can tell you my knowledge and attitude towards drugs  I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I understand that, like medicines, some household substances can be harmful if not used correctly  I understand how complex my body is and how important it is to take care of it | Relationships  I can identify the roles and responsibilities of my family members and can reflect on male and female expectations  I can identify and put in to practice some of the skills of friendship  I know and can use some strategies for keeping myself safe  I can explain how some of the actions and work of people around the world help and influence my life  I understand how my needs and rights are shared by children around the world and can identify how our lives may be different  I know how to express my appreciation to friends and family  Changing me  I understand that in animals and humans lots of changes happen between conception and growing up. And that usually it is the female who has the baby  I understand how babies grow and develop in the uterus  I understand that our bodies need to change so that when we grow up our bodies can make babies  I can identify how our bodies change on the outside and the inside  I can recognise stereotypical ideas I might have about parenting and family roles  I can identify what I am looking forward to when I am in year 4 |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

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| Music |
| Listen and Appraise   * I know 5 songs from memory and who sang/wrote them * I know the style of 5 songs * I can choose one song and am able to talk about: Lyrics and what the song is about; the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch; identify the main sections of the song and name some of the instruments used. |
| Games   * I know how to find and demonstrate the pulse * I can explain the difference between pulse and Rhythm * I understand how pulse, rhythm and pitch work together to create a song * I know that every piece of music has a pulse and a steady beat * I know the difference between a musical question and an answer |
| Singing   * I know and am able to talk about: * I know that singing in a group can be called a choir; * I know that the leader or conductor is a person that the choir group follow; * I know that songs can make you feel different things * I know why you must warm up your voice. |
| Playing   * I know and am able to talk about the instruments used in class |
| Improvisation   * I know and can talk about improvisation: * I can make up my own tunes on the spot; * I can create tunes that have never been heard before; * I understand that using one or two notes confidently is better than using five * I understand that if I improvise using the notes I am given, I cannot make a mistake. |
| Composition   * I know and am able to talk about: * I know that a composition is music that is created by me and kept in some way. * I know that it’s like writing a story. * I know that a composition can be played or performed again to my friends. |
| Performance   * I understand that performing is sharing music with other people- an audience * I understand a performance doesn’t have to be a drama. It can be to one person or to each other. * I can sing and rap words clearly and play with confidence. * I know that a performance involves communicating feelings, thoughts and ideas about the song/music. |

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| MFL (French) |
| To Listen attentively to spoken language and show understanding by joining in and responding   * I can repeat modelled words * I can listen and show understanding of single words through physical response * I can repeat modelled short phrases * I can listen and show understanding of short phrases through physical response   Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   * I can listen and identify specific words in songs and rhymes and demonstrate understanding * I can listen and identify specific phrases in songs and rhymes and demonstrate understanding   Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help   * I can recognise a familiar question and respond with a simple rehearsed response * I can ask and answer a simple and familiar question with a response * I can express simple opinions such as likes, dislikes and preferences * I can ask and answer at least two simple and familiar questions with a response   Speak in sentences using familiar vocabulary, phrases and basic language structures   * I can name objects and actions and link words with a simple connective * I can use familiar vocabulary to say a short sentence using a language scaffold * I can speak about everyday activities and interests * I can refer to recent experiences or future plans   Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases   * I can identify individual sounds in words and pronounce accurately when modelled * I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled * I can adapt intonation to ask questions or give instructions * I can show awareness of accents, elisions and silent letters   Present ideas and information orally to a range of audiences   * I can name nouns and present a simple rehearsed statement to a partner * I can present simple rehearsed statements about myself, objects or people to a partner * I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people   Appreciate stories, songs, poems and rhymes in the language   * I can join in with actions to accompany familiar songs, stories and rhymes * I can join in with words of a song or storytelling   Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary   * I can use strategies for memorisation of vocabulary * I can make links with English or known language to work out the meaning of new words * I can use context to predict the meaning of new words * I can begin to use a bilingual dictionary to find the meaning of individual words in French and English   Write phrases from memory and adapt these to create new sentences to express ideas clearly   * I can write single familiar words from memory with understandable accuracy * I can write familiar short phrases from memory with understandable accuracy * I can replace familiar vocabulary in short phrases written from memory to create new short phrases   Read carefully and show understanding of words, phrases and simple writing   * I can read and show understanding of familiar single words * I can read and show understanding of simple phrases and sentences containing familiar words   Describe people, places, things and actions orally and in writing   * I can say or write simple familiar words to describe people, places, things and actions using a model * I can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold * I can say or write one or two short sentences that may contain an adjective to describe people, places, things and actions   Understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. |