



Paganel Primary School Curriculum Planning

Year 3

Topics:

Autumn Term – Scavengers and Settlers

Spring Term – Different places, similar lives

Summer Term – From A to B

National Curriculum Knowledge and Skills:

Subject	Skills	Knowledge and Understanding
Art and Design	Make/use a simple sketch book, selecting a range of papers and fabrics for different purposes.	Know about great artists, architects and designers in history.
	Identify interesting aspects of objects as a starting stimuli for a piece of work.	
	Explain the purpose of a given task and identify the ideal materials and tools for the job.	
	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.	
	Copy and create patterns and textures with a range of paints.	
	Use a range of modelling materials and tools, choosing the one most appropriate for a given task.	
	Make repeat pattern prints for decorative purposes using various natural materials.	
	Use a variety of materials to create a collage on a theme.	
	Take photographs and explain their creative vision.	
	Create and use a pallet of natural colours to paint from outdoor observation.	
	Imprint a range of patterns into modelling materials.	
	Use line to add surface detail to a drawing, print or painting.	
	Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.	
	Make suggestions for ways to adapt/improve their own art work.	
Use a range of artistic vocabulary to compare artworks for a particular genre or movement.		

Subject	Skills
Computing	Use logical reasoning to explain how a simple algorithm works.
	Use sequence, selection and repetition in programs.
	Analyse and tackle problems by decomposing into smaller parts.
	Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life.
	Use software or search engines effectively.
	Become discerning in evaluation digital content.
	Identify and select appropriate information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and short cuts.
	Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting.
	Recognise/outline behaviours that would be unfair. Show respect for individuals and intellectual property.
	Identify how to select information to put into a data table. Recognise which information is suitable for their topic.
Design a questionnaire to collect information.	

Subject	Skills	Knowledge and Understanding		
Design and Technology	Planning	Knowledge	Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history.	
				Use ICT packages to create a labelled design or plan, in detail.
			Make realistic plans, identifying processes, equipment and materials needed.	
			Investigate the design features (including components or ingredients) of familiar existing products.	
	Making		Select appropriate skills and explain choices.	
			Plan which materials will be needed for a task and explain why.	
			Follow health and safety rules for cooking and baking activities.	
			Try an alternative way of fixing something if first attempt is unsuccessful.	
			Create a simple pattern for a design (textiles).	
			Cut slots in card and create nets.	
			Measure and mark wood/dowel.	
			Join fabrics using a running stitch.	
			Create a shell or frame structure using diagonal struts to strengthen.	

		Create and use simple gears, pulleys, cams, levers and linkages.
		Build models incorporating circuits, with buzzers and bulbs.
		Evaluate an ICT programme, then refine and improve it.
		Combine a variety of ingredients using a range of cooking techniques.
		Describe a balanced diet.
		Identify food which comes from the UK and other locations from around the world.
	Evaluation	Suggest improvements to products made and describe how to implement them.
	Take the views of others into account when evaluating a design or finished product.	
Subject	Skills	Knowledge and Understanding
Geography	Draw sketch maps and plans using agreed symbols for a key.	Describe and compare different features of human and physical geography of a place, offering explanations for the locations of some of the features.
	Locate geographical features on a map or atlas using symbols shown in a key.	Name and locate vegetation belts across the united kingdom, explaining how some of these have changed over time.
	Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.	Make comparisons of the same geographical feature in different countries.
	Use technical and geological vocabulary to describe geographical processes.	Identify how people both damage and improve the environment.
	Locate appropriate information, needed for a task, from a source material.	Explain how the physical processes of erosion, transportation and deposition affect the environment.
	Use the eight points of a compass to describe the location of a country or geographical feature.	Provide a reasonable explanation for features of a place in relation to its location.
	Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles.	Sequence and explain features of a physical weather process such as the water cycle.
	Analyse data which they have collected from first hand experiences, identifying any patterns.	Compare and contrast areas of vegetation and biomes in two different locations.
	Compare and contrast Ariel photos and plan perspectives explaining their similarities and differences.	Identify changes in the local and global environment. Provide reasons for their observations, views and judgements regarding places and environments.
Subject	Skills	Knowledge and Understanding
History	Describe how their own lives are similar or different to children living in past times.	Understand and explain how a significant figure of a period influenced change.
	Use appropriate historical vocabulary to describe key features of a time period.	Describe how national changes affected their locality.
	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war).
	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.
	Suggest useful research questions.	
	Chose the most important source material for a task, showing awareness of a range of sources.	

Subject	Skills	Knowledge and Understanding
Music	Recognise changes in the music using words like high/low pitch, timbre (sound quality, loud/soft dynamics and fast/slow tempo.	
	Use standard and invented symbol to represent sounds.	
	Use relevant musical vocabulary when talking about elements of music within a piece.	
	Perform own part with increased control or accuracy when singing or laying both tuned and untuned instruments.	
	Sing songs confidently both solo and in groups.	
	Create and repeat extended rhythmic patterns, vocally or by using clapping.	
	Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.	