Term	Science	Geography	History	DT	ART	Computing	Music
Autumn 1	Classification of rock types -compare and group rocks based on their appearance and physical properties, giving a reason. - describe and explain the difference between sedimentary and igneous rock.	-Name continents of the world -Name a number of countries in the northern hemisphere.	Stone Age to Iron Age -describe events from the past using dates when things happened. -use a timeline within a specific period of history to set out the order that things may have happened. -use my mathematical knowledge to work out how long ago events happened. -use research skills to find answers to specific historical questions. -research in order to find	Stone Age -design and make Stone Age necklaces (clay) -prove that design meets some set criteria. -follow a step-by-step plan, choosing the right equipment and materials. -design a product and make sure that it looks attractive. -select the most appropriate tools and techniques for a given task. Stone Age projects	-Self portraits -show facial expressions in art. Stone Age: -explore cave art (charcoal, paint) -recognise when art is from different historical periods. -design and make shelters -Beaker pottery designs:	Coding - use a range of instructions (e.g. direction, turns, appear, disappear). - test and amend a set of instructions. -design a sequence of instructions, including direction instructions. -write programs that accomplish specific goals. -work with various forms of input. -work with various forms of output.	patterns on an instrument. -use musical words to describe a piece of music and compositions. -use musical words to
Autumn 2	Fossils and soil -describe how fossils are formed. -describe how soil is made.	-Name and locate countries and the capital cities of neighbouring European countries.	similarities and differences between two or more periods of history. -what is 'prehistoric'? -discover how we know about the past (artefacts/ archaeology)	-make fossils	-Stone Henge (watercolour/ chalk/ collage) drawings -use sketches to produce a final piece of art. -use different grades of		Charanga
Autumn's enhanced curriculum							Christmas performance - sing and follow a melody.
Remembrance Day			-clothing and appearance -investigating shelters and		pencil to shade and to show different tones		- perform simple patterns and accompaniments
PSHE Family Day			homes -occupations		and textures. -create a background		keeping a steady pulse. - play simple rhythmic
Christmas Production Christingle					using a wash.		patterns on an instrument.
Spring 1	Light -describe what dark is -explain that light is needed in order to see. -explain that light is reflected from a surface. -explain and demonstrate how a shadow is formed. -explore shadow size and explain. -explain the danger of direct sunlight and describe how to keep protected.	Map reading -Use some basic Ordnance Survey map symbols. -use grid references on a map.	Iron Age to Roman Britain -describe events from the past using dates when things happened. -use a timeline within a specific period of history to set out the order that things may have happened. -use my mathematical knowledge to work out how long ago events happened. -explain some of the times when Britain has been	-Celtic weave -Iron Age projects	Iron Age -Celtic shield designs	ICT basic skills- use technology purposefully to design, create, organise, store, manipulate, present and retrieve digital content. -use a range of software for similar purposes. -search for information on the web in different ways.	Chranga -sing a tune with expression. -play clear notes on instruments
							instruments. -use different elements in my composition. -create repeated patterns with different instruments. -combine different sounds to create a specific mood or feeling. -use musical words to
Spring 2	Forces and Magnets -explore and describe how objects move on different surfaces.		invaded. -use research skills to find answers to specific historical questions.	-Making bread over an open fire			describe a piece of music and compositions. -use musical words to describe what I like and do

Curriculum Objectives for Year Group: 3

Spring's enhanced curriculum Stem Family Day Wandlebury Iron Age Hillfort Visit Family Café	-explain how some forces require contact and some do not, giving examples. -explore and explain how objects attract and repel in relation to objects and other magnets. -predict whether objects will be magnetic and carry out an enquiry to test this out.		 -research in order to find similarities and differences between two or more periods of history. -Celtic warriors -hillforts -Iron age technology and its impact -Druids 				not like about a piece of music.
World Book Day Festival of Crosses Safer Internet day	-describe how magnets work. -predict whether magnets will attract or repel and give a reason.		-Farming and trade -Stone Henge -Roundhouses				
Summer 1	Plants -describe the function of different parts of flowing plants and trees. -explore and describe the needs of different plants for survival. -explore and describe how water is transported within plants. -describe the plant life cycle, especially the importance of flowers.	Location and place knowledge -Italy/ Rome -Locate Roman Empire on a world map -use an atlas by using the index to find places.	Roman Britain -describe events from the past using dates when things happened. -use a timeline within a specific period of history to set out the order that things may have happened. -use my mathematical knowledge to work out how long ago events happened. -explain some of the times when Britain has been invaded. -use research skills to find	- Roman Projects	Romans -Mosaics / pointillism -identify the techniques used by different artists. -recognise when art is from different cultures. -recognise when art is from different historical periods. -Roman shields -Chariot designs -Use a variety of media to show the plant life cycle	Coding - find errors and amend. (debug) - write a simple program and test it. - predict what the outcome of a simple program will be (logical reasoning). - understand that algorithms are used on digital devices.	Charanga - sing or clap increasing and decreasing tempo. - recognise the work of at least one famous composer.
Summer 2 Summer's enhanced curriculum Scarecrow Family Day Sports Day Family Cafe	Animals including Humans -explain the importance of a nutritious, balanced diet. -explain how nutrients, water and oxygen are transported within animals and humans. -describe and explain the skeletal system of a human. -describe and explain the muscular system of a human. -describe the purpose of the skeleton in humans and animals. -describe the plant life cycle, especially the importance of flowers.	Volcanoes -describe how volcanoes are created. -locate and name some of the world's most famous volcanoes. -describe how earthquakes are created.	answers to specific historical questions. -research in order to find similarities and differences between two or more periods of history. -Comparisons to Celtic Britain -What makes a successful empire -Roman buildings – Villas/ Colosseum -Gods and Goddesses -Roman numeral system -Roman Army Boudicca's rebellion		-Chariot designs -Volcanoes (chalk drawings)	E-Safety - know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). - use the internet for learning and communicating with others, making choices when navigating through sites. -use technology respectfully and responsibly. -understand the need to keep personal information and passwords private. -understand that if personal information is available online it may be seen and used by others. -know how to respond if asked for personal information or feel unsafe about content of a message.	

Maths – White Rose Hub / Sheffield Objectives

English – Talk4Writing PE – LTP Spanish – Separate Curriculum Statement