



Year 3 - Autumn 1 Curriculum Coverage

<u>Subject</u>	<u>Objectives</u>	<u>Subject</u>	<u>Objectives</u>
<i>Science</i>	<p><u>Working Scientifically</u></p> <p>Ask relevant questions and use different types of scientific enquiries to answer them. 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, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings.</p>	<i>Geography</i>	<p>To ask and respond to geographical questions. To analyse evidence and draw conclusions making comparisons between locations. To communicate findings in ways appropriate to the task. To make plans and maps using symbols and keys. Develop skills using atlases, maps and globes to locate countries and key features. To use a four figure grid reference and the 8 points of a compass. To use basic geographical vocabulary. To develop understanding of why there are similarities and differences between places. To know physical and human features of the locality and develop an awareness of how places relate to each other.</p>
	<p><u>Light and Dark</u></p> <p>Recognise that h/she needs 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 our eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>		
<i>Art</i>	<p>Use a sketchbook for recording observations, experimenting with techniques or planning out ideas. Explain what he/she likes or dislikes about their work. Create artwork with lines of symmetry.</p>	<i>DT</i>	<p>Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>



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Computing

To understand that email and videoconferencing are made possible through the internet.

History

There is no history topic this half term.

RE

Hinduism

- To describe their own response to concepts.
- To describe examples of how their responses are or can be applied to their own lives and lives of others.
- To describe ways in which these concepts are expressed in the context of practices of the religions studied.
- To describe the value of concepts to believers and identify and describe an issue raised.
 - To learn and discuss some of the important symbols and beliefs linked to Hinduism.
 - To discuss and describe the importance of Divali to Hindus.
- To discuss and describe how the festival of Divali bring a sense of belonging to Hindus.

PSHE

- Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.
- Children can explain how their actions have consequences for themselves and others.

MUSIC

- To play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

PE

- Demonstrate control and coordination when performing a range of actions. Devise, repeat and perform a short sequence that shows changes in speed, level and direction.
- Create a sequence using apparatus.
- To know where they are with their learning and begin to challenge themselves. I can link actions together to they flow.