Layer 2: Stanbridge Primary School Knowledge, Understanding and Skills
Year 3

SCIT – Science and Technology

Science – Skills	Science – Programme of study	ICT
Planning Sc20 With help, suggest some ideas and questions. Sc21 Think about how to collect evidence. Sc22 Suggest what might happen. **Obtaining and Presenting evidence.** Sc23 Make observations and comparisons using simple equipment. Sc24 Use firsthand experience and, with help, simple information sources to answer questions. Sc25 Communicate findings in simple ways including tables. **Considering Evidence and Evaluating** Sc26 say whether what happened was what was expected.	**Animals, including humans** Pupils should be taught to: • 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 • Identify that humans and some animals have skeletons and muscles for support, protection and movement. **Rocks** Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter. **Forces and Magnets** Pupils should be taught to: • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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	**Acceptable Use** **Powerful Passwords** Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. **My Online Community** Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. **Things for Sale** Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Students learn methods used to promote products on these sites. **Show Respect Online** Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. **Writing Good Emails** Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. **Handling Information** • Choose an appropriate type of chart to display information to answer a question • Collect relevant information and know how to organise in different ways appropriate for the audience or task • Know how to use a database and the advantages of using databases • Plan and create databases to answer a question and represent information • Know when a branching (yes/no) database is an appropriate tool to use to interrogate data **Research** • Locate and compare information found using different search engines • Explain the advantages of using index, key word and category organised sites

- describe magnets as having two poles

- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

Pupils should be taught to:

- notice that light is reflected from surfaces

- find patterns that determine the size of shadows.

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

- investigate the way in which water is transported within plants

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

to locate information

- Use their increasing knowledge of organisational features to locate information quickly

- Check information against other sources

- Compare how text, images, sound and video are used to convey information.

Communicating Information

- Plan the appropriate use of digital resources for a task. Edit and refine work.

- Plan, create and edit a series of film clips to make a film

- Publish work to an online platform. Comment on the work of others.
- Improve fluency of typing by using home keys.

- Import images, crop, rotate and resize.

- Plan, create and refine multimedia presentations using a variety of software.

Control

- Use a simple programming language to solve a problem

- Type commands into a LOGO type program

- Understand that repeats can be used to shorten a set of instructions

- Use and change a given procedure in order to assist writing their own procedure

- Describe, write and understand logo type notation

- Estimate and use degrees of turn in a set of instructions

Modelling

- To understand how changing a variable impacts on outcome

- To predict the outcome of changing a variable

- To use a model or simulation to solve a given problem

- Be able to identify the variables in a simulation program

- Record the results of changing variables in a simulation

HUMS – Geography, History, RE

Geography	History	RE
Enquiry and skillls	Chronological understanding	Creation Stories and Care for the World

Ge 24 Have an awareness of similarities and differences

Ge 25 Ask and respond to questions about places and the environment

Ge 26 Collect and record evidence and begin to offer explanations

Ge 27 Communicate in appropriate ways

Ge 28 To use appropriate geographical vocabulary

Ge 29 To use a wider range of field work techniques and instruments

Ge 30 To use atlases, globes, maps and plans at a range of scales.

Ge 31 To use secondary sources of information. To draw simple plans and maps.

Ge 32 To use ICT to help in geographical investigations.

Ge 33 Decision making skills.

Hi 17 Develop our understanding that the past can be divided into different periods of time.

Hi 18 Use dates and vocabulary relating to the passing of time

Knowledge and understanding of events, people and changes in the past

Hi 19 Recognise similarities and differences between periods of time.

Historical interpretation

Hi 20 Begin to give reasons for and results of the main events and changes.

Hi 21 Identify different ways in which the past is represented

Historical enquiry

Hi 22 Use sources of information including ICT to find out about events, people and changes.

Organisation and communication

Hi 23 Communicate knowledge and understanding in a variety of ways.

- What do faiths teach about God as creator?
- What do Creation stories teach about our responsibility for the world?
- *How do we take responsibility for our world?*

Religions to be covered:
Christianity, Islam, Hinduism

Prayer and Worship

- What is the purpose and value of a sacred place?
- How does a holy place help people worship?
- How do people pray?
- What is the purpose and value of prayer for some people?
- *What does prayer mean to me?*

Religions to be covered:
Christianity, Islam, Hinduism

Rules for Living

- What rule do faith communities have?
- What do faith communities say about the best way to live life?
- Which rules of faith communities are significant for you?
- Why does a faith community need rules?
- *What rules are important to me?*

Religions to be covered:
Christianity and Sikhism

For Christmas and Easter planning please refer to agreed syllabus

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Creative Development – Art, Music, DT

Art			Music	DT
Drawing	Painting	Collage and Mixed Media		
Focus: Foreground and background, shading with different types of pencil. *Select and use different pencil types appropriately*	**Focus:** Colour. Warm and cool. ***Working with a range of shades linking colour and mood.e.g***	Focus: Space and composition. Use different media for foreground and background. Tone and texture within collage. Specific use of paper- select for texture and tone. Colour own paper for use within work.	**Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression.** • Sing songs in a variety of styles with confidence • Sing an increasing number from memory • Sing with awareness of phrasing	**Technical Knowledge Focus:** Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures. Work within the relevant contexts of home, school, leisure and culture. **Design:** Dt 16 Use research and develop design criteria to inform a design. Dt 17 Plan what to do next, using a

for shading. Understand depth, foreground, background and middle distance. *Improved control, appropriate selection of medium.* *Portray observations accurately and sensitively.*	***warm colours/ cool colours.*** Mixing thick and thin. Wet brush/ dry brush. Wet paper/ dry paper. Select and use from a wider range of tools to apply paint. Discussion of own and others work, comparing to famous artists and peers.	Mixed media collage. *Selective effective media to emphasise foreground and background appropriately within work.* *Select mixed media to create a picture in a pleasing way.* *Colouring the paper the required colour. Selecting from paper range provided for texture, tone or to adapt for use within own work.* Create own background for collaged work. Create background and foreground using mixed media. Match appropriate found materials to the scene being created. Discussion of own and others work. Particularly in relation to materials selected and their relevance to their work.	• Sing call and response • Make up words and actions to go with well-known songs • Understand that posture, breathing and diction are important • Show increasing accuracy of pitch and awareness of the shape of melody • Convey the mood or meaning of the song • Demonstrate an awareness of character or style in performance • Adapt and improve a musical performance • <mark>Understand and perform a steady beat</mark> • Understand the difference between rhythm and pulse • Explore accompaniment devices **Improvise and compose music for a range of purpose using inter-related dimensions of music** • Consolidate the concepts of using long-short/fast-slow/high-low/, loud and quiet sounds when exploring and creating music using voices or instruments • <mark>Compose short pieces of music in groups – exploring and using the elements of music – texture, tempo & structure</mark> • Create simple compositions combining rhythm and melody • Explore rhythmic ostinato patterns • Explore pitch notes moving by step and by leap in songs and music • Explore timbre and identify percussion and orchestral instruments • Explore making music to represent pictures/stories or create mood, e.g. tense or calm sounds • <mark>Improvise short simple musical pieces using tuned and untuned instruments</mark> • Combine sounds, movements and words (narrative) • Use a range of IT to sequence, compose, record and share work. **Listen with attention to detail and recall sounds with increasing aural memory** • Listen to and recall a short musical sequence • Describe the main features of longer pieces of music	variety of methods, using discussion, drawings, diagrams and ICT. **Make:** Dt 18 Select from a wider range of tools, techniques and materials. Dt 19 Measure, mark, cut out and shape a range of materials. Dt20 Assemble, join and combine materials and components. Dt 21 Use simple finishing techniques. **Evaluate:** Dt22 Investigate and analyse a range of existing products. Dt 23 Evaluate their ideas against their own design criteria and consider the views of others to improve their work. Dt 24 Understand how key events and individuals in Design Technology have helped to shape the world.

			- Identify, where appropriate: A steady beat, a specific rhythm pattern, the speed (tempo) the volume(dynamics) and the melody (pitch) - Explore more abstract use of sounds - Listen to and talk about musical features within music which picture a character or scene, e.g. peter and the wolf, carnival for the animals etc. - Listen for the verse and chorus structure of songs **Use and understand staff & other musical notations** - Explore graphics notation ==Explore rhythm patterns using standard notation to record using crotchets, quavers, minims and semi-breves== - Follow simple hand directions from a leader indicating pitch and tempo - Use music technology to record or compose **Appreciate and understand a wide range of hig-quality live and recorded music drawn from different traditions & from great composers and musicians** - Listen and discuss the style of music from around the british isles – Scotland, Wales, Ireland and England. What makes this music sound *Scottish?* **Develop an understanding of the history of music** - Listen with concentration to longer pieces/extracts of music - Explore the music that was being played at the time of a history topic being studied in class	

Personal, Emotional & Physical Development – PE, PSHE

PSHE	PE			
	Games Activities	Athletic Activities	Gymnastic Activities	Dance Activities

Developing confidence and responsibility and making the most of their abilities	Acquiring and Developing skills	Acquiring and Developing skills	Acquiring and Developing skills	Acquiring and Developing skills

Developing confidence and responsibility and making the most of their abilities

pc23 Be able to talk about their views on issues that effect themselves and their class.

pc24 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

pc25 Be able to face new challenges positively and know when to seek help.

pc26 Be able to identify the range of jobs carried out by people they know.

Developing a healthy, safer lifestyle

ph14 Begin to make informed choices (food, exercise, lifestyle) – **the importance of exercise + importance of a balanced diet**

ph15 Follow simple, safe routines to reduce the spread of bacteria/ viruses **(sneezing, coughing, saliva, undressed wounds, unclean hands).**

Identification of the main parts of the body – penis, vagina, testicles and breasts

Preparing to play an active role as citizens

pa20 Value contributions of others in discussion.

pa21 Begin to develop negotiating strategies.

pa22 Know when to compromise.

pa23 Participate in making and changing rules.

pa24 Take part in making and changing rules.

Developing good relationships and respecting differences between people

pr23 Understand that their actions affect themselves and others.

Acquiring and Developing skills

ga23 Throw and catch with control when under limited pressure to keep possession and score goals.

Selecting & Applying skills, tactics & compositional ideas

ga24 Choose and use a range of simple tactics for defending and challenging their opponent.

ga25 Use simple rules fairly and extend them to devise their own games.

Knowledge & Understanding of fitness and health

ga26 To identify that playing extended games improves stamina.

Evaluating and improving performance

ga27 Recognise good performances in themselves and others to improve their own.

Acquiring and Developing skills

aa22 Select running speed for appropriate activity.

aa23 Make up and repeat a short sequence of linked jumps.

aa24 Throw a variety of objects, changing their action for accuracy and distance.

Selecting & Applying skills, tactics & compositional ideas

aa25 Take part in relay activities remembering when to run and what to do.

Knowledge & Understanding of fitness and health

aa26 Recognise when their body is warmer and cooler and when their heart beats faster and slower.

Evaluating and improving performance

aa27 Recognise good performances in themselves and others to improve their own.

Acquiring and Developing skills

gy20 Perform combinations of gymnastic actions using floor, mats and apparatus.

gy21 Develop gymnastic techniques and transitions.

Selecting & Applying skills, tactics & compositional ideas

gy22 Adapt a gymnastic sequence to include different levels, speeds or directions.

Knowledge & Understanding of fitness and health

gy23 Recognise that strength and suppleness are important parts of fitness.

Evaluating and improving performance

gy24 Compare and comment on two performances, identifying quality and when they have the same elements and order.

Foundation	• Pencil (standing/floor) • Pencil roll • Dish (floor/standing) • Arch (floor/standing) • Tuck (sitting) • 2 point balance (star) • Crocodile walk • Bear walk
Year 1	• Front support • Back support • Pike • Straddle • Tuck (stand) • Caterpillar walk
Year 2	• V sit (floor) • Shoulder stand • Standing straddle • 1 point balance (Arabesque/T balance) • 3 point balance • Crab
Year 3	• Bridge • Shoulder straddle • Back straddle • Back pike • Shoulder pike • V sit (on side)

Acquiring and Developing skills

dc14 Respond imaginatively to different stimuli using dance, language and creative movements, working independently, with a partner or a small group.

Selecting & Applying skills, tactics & compositional ideas

dc15 Extend their effort in their dances.

Evaluating and improving performance

dc16 Recognise and describe dances involving simultaneous and complimentary movements.

Create

da14 Create, adapt and link a range of dance actions that communicate ideas.

Perform

da15 Collaborate with partner or in small groups, to perform, remember and repeat a dance from a prompt.

Evaluate

da16 Respond and make improvements appropriate to their own and others' performances.

pr24 Able to empathise with another viewpoint. **pr25** Consolidate understanding of differences and similarities between people.				