St Mary Magdalene Catholic Primary School

"Growing Together in Faith and Love"

Subject	Advent	Lent	Pentecost
History	<u>The Stone Age</u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study.	<u>The Bronze Age and the Iron Age</u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance.	<u>Local History</u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources.
Geography	<u>Climate and Weather</u> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations.	<u>Our World</u> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world.	<u>Coasts</u> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.

Science	Rocks, Soils and Fossils • 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. Food and Our Bodies • 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 other animals have skeletons and muscles for support, protection and movement.	Light and Shadows • Recognise that we need 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 the 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 sizes of shadows change. How does your Garden Grow? • Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, 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.	Forces and Magnets • Compare how things move on different surfaces. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. The Nappy Challenge • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Ask relevant questions and use different types of scientific enquiries to answer them. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Set up simple practical enquiries, comparative and fair tests. Use straightforward scientific evidence to answer questions or to support their findings.
Art	Art and Design: Prehistoric Art Looking to explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.	Formal Elements of Art Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark. Art and Design: Skills Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator	Art and Design: Craft Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills

DT	Mechanical Systems (levers and linkages) Designing • generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • use annotated sketches and prototypes to develop, model and communicate ideas. Making • order the main stages of making. • select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • select from and use finishing techniques suitable for the product they are creating. Evaluating • investigate and analyse books and, where available, other products with lever and linkage mechanisms. • evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding • understand and use lever and linkage mechanisms. • distinguish between fixed and loose pivots. • know and use technical vocabulary relevant to the project.	Food (healthy and varied diet) Designing • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making • plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment accurately to prepare and combine ingredients. • select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating • carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using tables and simple graphs. • evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding • know how to appropriate equipment and utensils to prepare and combine food. • know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • know and use relevant technical and sensory vocabulary appropriately.	Textiles (2D shape to £D product) Designing • generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • plan the main stages of making. • select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • investigate a range of 3D textile products relevant to the project. • test their product against the original design criteria and with the intended user. • take into account others' views. • understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding • know how to strengthen, stiffen and reinforce existing fabrics. • understand how to securely join two pieces of fabric together. • understand the need for patterns and seam allowances. • know and use technical vocabulary relevant to the project.
Computing	Coding • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Touch Typing • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. E-mail	Branching Databases • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Simulations

	• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <u>Online Safety</u> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Spreadsheets</u> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <u>Graphing</u> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Music	<u>Singing songs with control and using voice expressively</u> • Sing with confidence using a wider vocal range • Developing the lyrics of a song <u>Pulse and Rhythm</u> • Recognise rhythmic patterns • Perform a repeating pattern • Find the pulse within different pieces of music • Identify metre within a piece of music • Layering rhythms • Perform simple rhythms within a steady beat <u>Pitch, tempo and dynamics</u> • Recognise and explore different combinations of pitch sounds • Choose timbre to make an accompaniment • Explore timbre to create descriptive phrases <u>Timbre, texture and structure</u> • Understand how music can be organised in a sequence and layered.	<u>Singing songs with control and using voice expressively</u> • Sing with awareness of pulse and control of rhythm • Recognise simple structures • Understand how mouth shapes can affect voice sounds <u>Timbre, texture and structure</u> • Using scores and combining sounds to make different textures <u>Exploring sounds and melody</u> • Explore and perform different types of accompaniments <u>Instruments</u> • Confidently recognise a range of instruments <u>Composition</u> • Create textures by combing sounds in different ways	<u>Singing songs with control and using voice expressively</u> • Perform a round in two parts <u>Listening memory and movement</u> • Identify melodic phrases and play them by ear • Responding to music through movement <u>Timbre, texture and structure</u> • Identify sounds are used to accompany a song <u>Exploring sounds and melody</u> • Identify sounds are used to accompany a song <u>Instruments</u> • Recognise sounds instruments make

PE	Invasion Games • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. Net and Wall Games • Develop a wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation	Gymnastics • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. Dance • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve their own and other people's work.	Striking and fielding games • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. Athletics • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines.
Italian	• Days of the week • Months and seasons • Domestic animals part 2 • Christmas carols and greetings	• Pictures and words using Italian verbs • Words associated with family • Sports • Italian Food Part 1 • Numbers 10 -20	• Weather • Learn preference verbs • Everyday clothes Songs of summer and holidays
PSHE	Families and people who care for me • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Caring friendships • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Respectful relationships • The importance of self-respect and how this links to their own happiness. Being safe	Mental wellbeing •That mental wellbeing is a normal part of daily life, in the same way as physical health. •How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Internet safety and harms •How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Physical health and fitness •The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise Healthy eating	Health and prevention •The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Drugs, alcohol and tobacco •Helpful or harmful •Smoking and tobacco •Stopping smoking •Asthma Basic first aid •How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. RSE See RSE overview

	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	•The principles of planning and preparing a range of healthy meals	

Year 3 Learning Goals