



## Year 3 - Curriculum Overview

UK	<ul style="list-style-type: none"> <li>Counties and cities of the UK including land use and how some aspects have changed over time</li> <li>Including references to water cycle and understanding the terms evaporation and condensation</li> <li>Use 8 points of compass symbols and keys</li> </ul>
Stone Age and Iron Age Britain	<ul style="list-style-type: none"> <li>Stone Age to Iron Age Britain (including hunter gatherers, Iron Age hill forts)</li> <li>Classification of rock types</li> <li>Simple understanding of fossilisation</li> <li>Recognise that soils are made from rocks</li> </ul>
Ancient Egypt	<ul style="list-style-type: none"> <li>Achievements of Ancient Egyptian civilization</li> <li>Compare how things move on different surfaces</li> <li>Compare different types of forces</li> <li>Observe how magnets attract and repel</li> <li>Sort magnetic and non-magnetic materials</li> <li>Describe magnets as having two poles</li> </ul>
Skin deep	<ul style="list-style-type: none"> <li>Nutrition for animals including humans</li> <li>Skeletons and muscles of animals and humans</li> <li>Prepare and cook mainly savoury dishes</li> </ul>
All Around Us	<ul style="list-style-type: none"> <li>Use fieldwork to observe measure and record</li> <li>Identify and describe the functions of different parts of flowering plants</li> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants</li> </ul>
Light Fantastic	<ul style="list-style-type: none"> <li>Recognise that light is needed to see things</li> <li>Notice that light is reflected</li> <li>Recognise that light from the Sun can be dangerous</li> <li>Recognise that shadows are formed when light is blocked</li> </ul>

- Find patterns in the way the size of shadows change
- Use research and criteria to develop products which are fit for purpose (e.g. make a shadow puppet)
- Evaluate existing products and improve own work

### Computing

- Design and write programs to achieve specific goals, including solving problems
- Use logical reasoning
- Understand computer networks
- Use internet safely and appropriately
- Collect and present data appropriately

### PE Coverage

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Use running, jumping, throwing and catching in isolation and combination
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Communicate, collaborate and compete with each other
- Compare performances and demonstrate improvement to achieve personal best.

To be achieved through Dance, Gymnastics, Swimming, Athletics, Outdoor Adventurous Activity, Invasion games, Striking and Fielding games, Net and Wall games

### Music Coverage

- Use voice and instruments with increasing accuracy control and expression
- Improvise and compose music
- Listen with attention to detail
- Use and understand staff and other musical notations
- Appreciate a wide range of live and recorded music
- Begin to develop understanding of history of music

## Art and Design Coverage

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects and designers

## Modern Languages

- Show that he she recognises words by responding appropriately and asking/responding to questions.
- Follow simple instructions and link them to pictures and actions.
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.
- Repeat sentences heard and make simple adaptations to them.
- Use simple adjectives such as colours and describe in written languages.
- Understand nouns have different genders and identify this.

## Religious Education Coverage

Following the Kent Syllabus