

### Year 3 Spring Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the spring term:

#### **Science – Animals including humans**

##### ***Essential skills and knowledge***

- 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement

##### ***Communication skills***

- To ask relevant questions and use different types of scientific enquiries to answer them gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

##### ***Working together – collaborative skills***

- To work with a small group to carry out an experiment and ensure that the principles of fair testing are in place

##### ***Problem solving***

- To identify differences, similarities or changes related to simple scientific ideas and processes

##### ***Application of number***

- To identify and group animals with and without skeletons and observe and compare their movement
- To record results in tables, charts, graphs and pictograms

##### ***Information Technology***

- To use a key to identify living things from a software package

#### **Science – Plants**

##### ***Essential skills and knowledge***

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- To explore the requirements of plants for life and growth, air, light, water, nutrients from soil, room to grow, and how they vary from plant to plant
- To investigate the way in which water is transported within plants
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

##### ***Communication skills***

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- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

##### ***Working together – collaborative skills***

- To work with a small group to carry out an experiment and ensure that the principles of fair testing are in place

##### ***Application of number***

- To record findings using simple scientific language and labelled diagrams
- To interpret data about the factors that affect plant growth

##### ***Information Technology***

- To use sensing equipment to make observations and readings of temperature
- To use ICT to explain hypothesis, methods and results

#### **Computing – E-Safety**

##### ***Programming and making things work with understanding***

- To use technology to develop, organise and share information across a safe, shared platform
- To use a pre-prepared database
- To enter information to make a graph (link to geography)

##### ***Network and Internet***

- To appreciate how results are selected and ranked, and be discerning in evaluating digital content

- To be aware of the differences between the school network and the internet
- To be aware of the difference between the World Wide Web and the internet
- To understand when using resources from the school network, the internet or a personal device
- To understand the different ways to send a message

#### **Keeping safe**

- To use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behavior
- To keep information safe and private
- To understand the importance of email safety
- To keep my own personal information private
- To begin to understand how to keep safe when sharing information online
- To know how to report online problems, discuss cyberbullying
- To recognise the need to choose age appropriate online sites
- To discuss viruses and malware

### **Physical Education**

#### **Swimming**

- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively
- To perform safe self-rescue in different water based situations

#### **Dance**

##### **Developing skills**

- To respond to stimuli using language and movement
- To incorporate different qualities and dynamics into my movement
- To explore and develop new actions whilst working with a partner or a small group

##### **Making and applying**

- To link actions to make dance phrases with partners or small groups
- To perform short dances with expression, showing an awareness of others

##### **Physical and mental**

- In simple language, to explain why I warm up and cool down
- To sustain effort in my dances

##### **Evaluate and improve**

- To use a range of expressive language to describe my dance
- To recognise 'unison' and 'canon' and suggest how to improve

#### **Net/wall - Tennis**

##### **Developing skills**

- To perform basic skills with control and consistency
- To vary the speed and direction of the ball
- To get in line with the ball and keep a small rally going

##### **Making and applying**

- To choose good places to stand when receiving and give reasons for choice
- To hit the ball into space, at speeds or different heights to outwit my opponent
- To use rules and keep games going without dispute

##### **Physical and mental**

- To identify what activities I could use to warm up
- To recognise what happens to my body when playing games
- To know why warming up is important

##### **Evaluate and improve**

- To describe what is successful in my own and others' play I can identify what I need to do to improve and how to go about doing it

### **History – Bronze age to Iron age**

#### **Historical knowledge (constructing the past and sequencing the past)**

- To make some comments about features, events, people and themes from the past
- To sequence a few events, objects or pieces of information on a timeline
- To demonstrate an understanding of British and local history
- To demonstrate an understanding of British, local and world history

- To show an understanding of how some events in the past affect people's lives today

**History concepts (change and development, cause and effect, significance and interpretations)**

- To suggest why certain events happened as they did in history
- To demonstrate an understanding of British and local history
- To recall with confidence events linked to British and local history
- To recognise that Britain has been invaded
- To recognise that Britain has been invaded by several different groups over time
- To realise that invaders in the past would have fought fiercely
- To demonstrate an understanding of British and local history

**Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)**

- To use information from more than one source in answers
- To interpret the past through role play such as acting out and hot seating
- To compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences
- To make labelled drawings, tables and write sentences, speak, use drama and use ICT to show ideas
- To recognise the part that archaeologists have had in helping us understand more about what happened in the past

**Geography – Region of the United Kingdom**

**Location and place knowledge**

- To use prediction and prior knowledge to find out about unknown places, and combine this with observation
- To use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires
- To suggest own ways of presenting information, including graphically and in writing
- To make detailed and labeled field sketches
- To collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate
- To begin to use the computer to draw graphs
- To locate and name some of the world's most famous volcanoes

**Physical and human geography**

- To express views and recognise how people affect the environment, summarising the issues
- To suggest ways of improving local environment
- To understand how weather changes an environment
- To know the difference between weather and climate
- To suggest ways towards a reduction in climate change
- To describe and understand key aspects the physical geography, climate zones and mountains, volcanoes and earthquakes
- To describe and understand key aspects of human geography linked to types of settlement and land use
- To describe economic activity including trade links and the distribution of natural resources including energy and food, minerals and water
- To demonstrate an understanding of geographical similarities and differences of a region of the UK

**Art and design – Sculptor – Anthony Gormley**

**Developing, planning and communicating ideas**

- To collect visual and other information
- To use a digital camera to collect ideas

**Working with tools, equipment, materials and components to make quality products**

- To use a sketch book to sort ideas
- To use an ICT paint program with edit
- To use a digital camera to produce artwork

**3D/ Textiles and collage**

- To use mosaic, montage and other effects
- To be able to accurately overlap materials
- To use a range of techniques and materials in 3D work

**Knowledge**

- To evaluate and analyse creative works using the language of art
- To explore and discuss great artists, craft makers and designer
- To explore work and compare it to make preferences, giving reasons

- To describe the differences and similarities between different practices and disciplines
- To find out about local artist

### **Design and Technology – Food - nutrition**

#### ***Developing, planning and communicating ideas***

- To use equipment and tools accurately
- To make increasing use of ICT to plan ideas
- To recognise that design must meet a range of needs
- To say why something is useful

#### ***Evaluating processes and products***

- To explain what I changed which made my design even better
- To alter and adapt original plans following discussion and evaluation

#### ***Cooking and nutrition***

- To choose the right ingredients for a product.
- To use equipment safely.
- To make my product look attractive.
- To describe how my combined ingredients come together.
- To set out to grow plants such as cress and herbs from seed with the intention of using them for my food product
- To understand safe food storage
- To select my own ingredients when cooking or baking
- To make good presentation of food

#### ***Mechanisms and structures***

- To use a number of components
- To use the most appropriate materials
- To join materials
- To measure and cut out using centimeters and weigh in grams

### **Music – composer – Hans Zimmer**

#### ***Applying understanding***

- To identify how combinations of elements are used in a variety of musical styles.
- To identify how combinations of elements are used in a variety of musical styles, and to communicate musical effects.
- To identify different families of instruments and their qualities
- To identify composers' intent in music heard and performed
- To identify how music is produced in different ways including the use of ICT
- To name notes on the staff, including middle C in both clefs
- To recognise sharp, flat and natural signs and their cancellation

#### ***Creating***

- To explore the way sounds can be combined and used expressively

#### ***Responding and reviewing***

- To compare and contrast music heard and performed with an awareness of the music's context and purpose
- To use a variety of art forms to respond to character, mood and other elements of music
- To build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response.

### **Spring 1 RE – Contents and significance of the Bible**

#### **Spring 2 RE - Meanings within Easter**

### **Modern Foreign Languages – French**

#### ***Oracy***

- To memorise and present a short spoken text

#### ***Literacy***

- To follow a short familiar text, listening and reading at the same time

#### ***Intercultural Understanding***

- To know about some aspects of everyday life and I can compare these to my own life

**Real life contexts**

- To take part in conversational skills in role play to develop conversational skills needed for shopping

**PSHE – Relationships**

- To recognise and respond appropriately to a wider range of feelings in others
- To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- To know that their actions affect themselves and others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- To know the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- To work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- To know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy