



Year 3 Curriculum Overview

SCIENCE

Pupils should be taught to:	Year 3	Aut	Spr	Su
▪setting up simple practical enquiries, comparative and fair tests		x	x	x
▪making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using range of equipment, including thermometers and data loggers.		x	x	x
▪gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		x	x	x
▪recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables		x	x	x
▪reporting on findings from enquiries, including oral and written explanations, Displays or presentations of results and conclusions		x	x	x
▪using results to draw simple conclusions, make predictions for new values, suggest Improvements and raise further questions		x	x	x
▪identifying differences, similarities or changes related to simple scientific ideas and Processes		x	x	x
▪identify and describe the functions of different parts of flowering plants :roots, stem/trunk, leaves and flowers			x	x
▪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			x	x
▪investigate the way in which water is transported within plants			x	x
• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			x	x
▪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.		x		
• identify that humans and some other animals have skeletons and muscles for support, protection and movement.		x		
▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.		x		
▪describe in simple terms how fossils are formed when things that have lived are trapped within rock.		x		
•recognise that soils are made from rocks and organic matter.		x		
▪recognise that they need light in order to see things and that dark is the absence of light.				x
▪notice that light is reflected from surfaces.				x



Year 3 Curriculum Overview

▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes.				x
▪ recognise that shadows are formed when the light from a light source is blocked by a solid object.				x
• find patterns in the way that the size of shadows change.				x
▪ compare how things move on different surfaces.			x	
▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance.			x	
▪ observe how magnets attract or repel each other and attract some materials and not others.			x	
▪ 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.			x	
▪ describe magnets as having two poles.			x	
• predict whether two magnets will attract or repel each other, depending on which poles are facing.			x	



Year 3 Curriculum Overview

Art & Design

Pupils should be taught to:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none">To create sketch books to record their observations and use them to review and revisit ideas.		x	x	x
<ul style="list-style-type: none">to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		x	x	x
<ul style="list-style-type: none">learn about great artists, architects and designers in history.				x



Year 3 Curriculum Overview

Computing

Pupils should be taught to:	Year 3	Aut	Spr	Sum
▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		x		
▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output.		x		x
▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		x		
▪ 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.			x	
▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.				X
▪ 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.				X
▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.				X



Year 3 Curriculum Overview

Design&Technology

Pupils should be taught to:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 		x	X	
<ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 		x	X	
<ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 				
<ul style="list-style-type: none"> ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 			X	
<ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products. 		x	X	
<ul style="list-style-type: none"> ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 		X	x	
<ul style="list-style-type: none"> ▪ understand how key events and individuals in design and technology have helped shape the world. 				
<ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 		x	x	
<ul style="list-style-type: none"> ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 				
<ul style="list-style-type: none"> ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 				
<ul style="list-style-type: none"> ▪ apply their understanding of computing to program, monitor and control their products. 				



Year 3 Curriculum Overview

Cooking & Nutrition

Pupils should be taught to:	Year 3	Aut	Spr	Sum
▪ understand and apply the principles of a healthy and varied diet.		X		
▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.				



Year 3 Curriculum Overview

Geography

Pupils should be taught to:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 		X		
<ul style="list-style-type: none"> ▪ identify the position and significance of latitude, longitude, 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). 		X		
<ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 				X
<ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		x		



Year 3 Curriculum Overview

History

Pupils should be taught about:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none">the achievements of the earliest civilizations—an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Summer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		x	x	x

x



Year 3 Curriculum Overview

Language

Pupils should be taught to:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding. 		x	x	x
<ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 		x	x	x
<ul style="list-style-type: none"> ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		x	x	x
<ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures. 			x	x
<ul style="list-style-type: none"> ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 		x	x	X
<ul style="list-style-type: none"> ▪ present ideas and information orally to a range of audiences* 				X
<ul style="list-style-type: none"> ▪ read carefully and show understanding of words, phrases and simple writing. 		x	x	X
<ul style="list-style-type: none"> ▪ appreciate stories, songs, poems and rhymes in the language. 		x	x	x
<ul style="list-style-type: none"> ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 				X
<ul style="list-style-type: none"> ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 				X
<ul style="list-style-type: none"> ▪ describe people, places, things and actions orally*and in writing. 		x	x	X
<ul style="list-style-type: none"> ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		x	x	x



Year 3 Curriculum Overview

Music

Pupils should be taught to:	Year 3	Aut	Spr	Sum
▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		x	x	x
▪ improvise and compose music for a range of purposes using the inter-related dimensions of music.		x	x	x
▪ listen with attention to detail and recall sounds with increasing aural memory.		x	x	x
▪ use and understand staff and other musical notations.		x	x	x
▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		x	x	x
▪ develop an understanding of the history of music.		x	x	x



Year 3 Curriculum Overview

PE

Pupils should be taught to:	Year 3	Aut	Spr	Sum
<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres. 				
<ul style="list-style-type: none"> use a range of strokes effectively [for example, frontcrawl, backstroke and breaststroke]. 				
<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations. 				
<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. 		X		
<ul style="list-style-type: none"> play competitive games, modified where appropriate [forexample,badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. 		X		
<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 			X	
<ul style="list-style-type: none"> perform dances using a range of movement patterns. 			X	
<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team. 				X
<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		x	x	x

KeyStage2CurriculumOverview