



STANBRIDGE LOWER SCHOOL

New National Curriculum 2014 - Programmes of Study

Foundation Subjects- Year 3

Spoken Language (Yr1-Yr4)

*Listen and respond *ask questions to extend understanding and knowledge *build vocabulary *articulate and justify answers, arguments and opinions *give well structure description *participate actively in collaborative conversations *speculate, hypothesise, imagine and explore ideas *participate in discussions, presentations, performances, role play, improvisations and debates *gain, maintain and monitor the interest of the listener(s) *consider and evaluate different viewpoints.

Science - Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes.

Science - Plants

- 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.

Science - Rocks

- 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.

Science - Animals including humans

- identify that animals including humans, need the right types and amounts 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.

Science - 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.

Science - Light

- Recognise that they 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 their 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 size of shadows change.
-

Art and Design

Artists: Banksy, Kandinsky

Architects: Zaha Hadid - Structures

- To develop techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials Eg. Pencil, charcoal, paint, clay

Computing

- 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]
- 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]
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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, analyzing, evaluating and presenting data information
- Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • To learn about great artists, architects and designers in history. • See art skills map <p>Languages</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary] • Write phrases from memory and adapt these to create new sentences, to express ideas clearly | <p>Geography</p> <p>Locational Knowledge...</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time. <p>Human and Physical Geography...</p> <ul style="list-style-type: none"> • Describe and understand the key aspects of physical geography including, biomes and vegetation belts, rivers, volcanoes and earthquakes. • Describe and understand the key aspects of 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 <p>Geographical Skills and Fieldwork....</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| <p>History</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Britain's settlements by Anglo Saxons and Scots • A local history study: <i>Stanbridge in Victorian Times</i> • A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: <i>Tudors</i> • <i>Chronology and timelines should be used to place historical events in context</i> • <i>Significant people in history which from cultures that are represented in school: Molly Malone and St Patrick (Irish), Henry VIII (British)</i> | <p>PE</p> <ul style="list-style-type: none"> • Use running jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (Eg. Badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics) • Perform dances using a range of movements patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and Water Safety....</p> <ul style="list-style-type: none"> • Swimming instruction • Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively Eg. Front crawl, backstroke and breaststroke • Perform safe self rescue in different water based situations. | <p>Music</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <i>Including significant composers and musicians from cultures that are represented in school.</i> • Develop an understanding of the history of music. |
| <p>Religious Education</p> <ul style="list-style-type: none"> • Following local agreed syllabus for RE. | | |

Design and Technology

Design, Make and Evaluate:

A Roman shield and a kite

Skills

Annotated sketches, pattern pieces and design boards

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

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.

Select and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately

Select from and use a wider range of materials and components, including construction materials, textiles, ingredients, according to their functional properties an aesthetic qualities

Technical Knowledge

Strengthen, stiffen and reinforce more complex structures

Evaluate....

- Investigate and analyses a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Cooking: with specialist teacher cooking a variety of recipes

Skills and Knowledge: skills and how are germs spread? Using equipment safely. cooking techniques, eat well plates, food groups and sugar

Personal, Social, Health, Citizenship and Relationship Education

See individual curriculum map for detailed plan

Notes:

Foundation subjects are based on KS Programmes of study for Years 3,4,5,6. Coverage of KS2 Programmes of Study was agreed between the Head Teachers from lower and middle schools within Learning Community 2 (April 2014).

Reviewed 2020 by staff