Oxford Gardens Primary School

Year 3 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Science History Geography Art/D&T	Footprints from the past (including Scavengers and Settlers) Focusing on: Stone Age to the Iron Age ♣ Identify similarities and differences between different periods of time, significant people, cultures, structures etc. ♣ Identify connections, contrasts and trends over time (make connections to other periods of time they have studied.♣ Use appropriate historical terms **D&T – Design** ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces e.g. dinosaurs from clay. **Art** ♣ to improve their mastery of art and design including drawing, painting and sculpture e.g. experiment with printing techniques to decorate large pterodactyl model. Focus on contrasting colours and relief printing. Study of artist 'Escher'. Create tessellated dinosaur art work inspired by his techniques.		Active Planet Focusing on: plants, rocks, forces (including magnets) ♣ 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. ♣ 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. ♣ 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.		Different places, similar lives (including Land, Sea and Sky) Focusing on: Light, Animals, including humans ♣ 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 an opaque object ♣ find patterns in the way that the size of shadows change. ♣ 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. **Place knowledge** ♣ 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 in North or South America **D&T – Cooking** ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	