

Year 3 Curriculum Objectives 2021 – 2022: Term 6

Objectives in red were missed last year during lockdown

<p>SCIENCE Plants: Plant life cycles 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.</p> <p>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, labelled 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 using straightforward scientific evidence to answer questions or to support their findings</p>	<p>GEOGRAPHY: Compare UK and Tanzania: London and Dodoma Locational knowledge: 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 Human and physical geography Describe and understand key aspects of physical geography, including: climate zones and human geography, including: types of settlement and land use Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p>MUSIC Music Explorers: Music through time and around the world listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>	<p>COMPUTING Computer Science-Computational Thinking 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. ONLINE SAFETY: Growing and Changing (SCARF) See Computing Curriculum use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	
<p>PSHE SCARF: Growing and Changes (includes RSE)</p>	<p>PE (Real PE) Outdoor Health and Fitness Indoor Sports Day Events Preparation</p>	<p>RE Buddhism - Unit 1 To know about the Buddha's life, enlightenment, teaching and death. How the Buddha changed people's lives. Wesak – festival remembering the life, enlightenment and death of the Buddha.</p> <p>Buddhism - unit 2 (Buddhist teaching) To know the Buddha's teachings of: - The Four Noble Truths, - The Noble Eightfold Path, - The Five Moral Precepts, - Buddhist stories.</p>
	<p>SPANISH Numbers 0-20 Simple questions and answers: <i>see Milestones</i> Animals Colours Stories e.g. <i>Brown Bear (Oso Pardo)</i> Classroom instructions</p>	

