

Year 3 Curriculum Objectives 2021 – 2022: Term 4

Objectives in red were missed last year during lockdown

<p>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.</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>DT Design 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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</p> <p>Evaluate investigate and analyse 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 understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures To link to Science topic: <i>Forces and magnets: How magnets work</i></p>	
<p>COMPUTING Computer Science-Computational Thinking (identify and incorporate missed objectives from year 2) 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</p> <p>ONLINE SAFETY: Rights and Responsibilities (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: Rights and Responsibilities</p>	<p>PE (Real PE) Outdoor Creative Development</p> <p>Indoor Real Dance</p>	<p>RE Christianity - Unit 4 (carried over from year 2) To explore more about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection.</p> <p>Christianity - Unit 5 The church, prayer and people To know that the church or chapel is a place where Christians usually meet to worship. To know that special ceremonies take place there, e.g. weddings. To know that prayer and worship is often led by a priest, minister or pastor. To know that Sunday is often the special day for worship. To know that Christians read the Bible and believe Jesus is special</p>
<p>SPANISH Numbers 0-20 Simple questions and answers: <i>see Milestones</i> Animals Verb: <i>tengo/no tengo, es/no es</i> Songs e.g. <i>Old MacDonald's Farm</i> Classroom instructions</p> <p>Celebrations: Semana Santa</p>		

