

**Year 3 Curriculum Objectives 2017 – 2018: Term 6**

<b>School Value focus</b>	<i>British Values</i>		
<b>Overview of term across the school</b>	<b>Science:</b> <i>Plants and Living Things and their Habitats</i>	<b>History:</b> <i>Local history</i>	
	<b>Geography:</b> <i>Human and Physical Geography/Local geography</i>	<b>E-Safety:</b> <i>Contact</i>	
	<b>Computing:</b> <i>Using and applying all skills</i>		

<b>WRITING – LITERACY TREE/TEXTS</b> A Walk in London		<b>MATHS</b> Busy Ants Book 3C	
<b>SCIENCE</b> <b>Plants</b> 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. <b>Working Scientifically</b> 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		<b>GEOGRAPHY</b> <b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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) <b>Human and physical geography</b> Describe and understand key aspects of physical geography, including: climate zones and human geography, including: <u>types of settlement and land use</u> <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
<b>HISTORY</b> A local history study		<b>COMPUTING</b> Time to master skills/cover any missed objectives. <b>E-Safety:</b> Contact (protecting yourself, public v private) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact	
<b>PSHE</b> Dot Com: Lessons 16-17 D&A- To understand how society responds to the impact of smoking and passive smoking		<b>PE</b> Tennis/Sports Day and Multi-skills/outdoor and adventure	<b>RE</b> <b>Sikhism - Unit 1</b> Guru Nanak was the first of the Sikh Gurus or teachers - stories about his life & teachings about equality. Celebration of Guru Nanak's birthday. The Guru Granth Sahib - the last of the Gurus. The Gurdwara - a special place where Sikhs gather to pray, worship, sing hymns, accept blessing by taking karah prasad and the Langar where Sikhs sit and share food together from the Guru's kitchen. The Khanda symbol.
<b>MUSIC</b> Teaching (topic linked if possible) Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		<b>SPANISH</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	

