Year 3 Phoenix Class	Potions	Cycle A 2020-2021 Term 3	St Peter's PRIMARY SCHOOL

	Science	Art and Design	Design and Technology	History	PE	Computing
Programme of Study	Ask relevant questions and using different types of scientific enquiries to answer them. Compare and group materials together, according to whether they are solids, liquids or gases. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings. Identify differences, similarities or changes related to simple scientific ideas and processes. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.	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. Investigate and analyse a range of existing products. Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	Perform dances using a range of movement patterns.	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, analysing, evaluating and presenting data and information.

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Year 3 Learning Intention (skills)	Ask questions about the world around them and explain that they can be answered in different ways. Set up and carry out some simple, comparative and fair tests, making predictions for what might happen. Take measurements in standard units, using a range of simple equipment. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements. Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.	Create a 3-D form using malleable or rigid materials, or a combination of materials. Use and combine a range of visual elements in artwork. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Plan which materials will be needed for a task and explain why. Explain how an existing product benefits the user. Use tools safely for cutting and joining materials and components. Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.	Make choices about the best ways to present historical accounts and information.	Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.	Combine a range of text, images, animation and audio and video clips for given purposes. Use a range of different software to successfully complete a project

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Year 3 Knowledge	Questions can help us find out about the world and can be answered in different ways. Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. Equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C) and metre sticks (millimetres, centimetres and metres). Taking repeat readings can increase the accuracy of the measurement. Results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that uses the evidence collected. An observation involves looking closely at objects, materials and living things, which can be compared and grouped according to their features.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Visual elements include colour, line, shape, form, pattern and tone. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. Particular products have been designed for specific tasks, such as nail clippers, the spinning top and the cool box. Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision. Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.	Text, images, animation, audio and video clips can be combined using tools within a piece of software or by using a range of software. For example, an image could be inserted into a word processing document or a video could be inserted into a presentation. Several pieces of software can be used together to complete one task, such as adding a video to a word processed document.