

	Science	Design and technology	Art and design	Computing	History	Geography
Programme of Study	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>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.</p> <p>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.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Investigate and analyse a range of existing products.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>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.</p> <p>PSED Health education: Know that for most people the internet is an integral part of life and has many benefits.</p>	<p>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.</p>	<p>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).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>

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Year 3 Learning Intention (skills)	<p>Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.</p> <p>Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton).</p> <p>Ask questions about the world around them and explain that they can be answered in different ways.</p> <p>Compare and contrast the diets of different animals.</p> <p>Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.</p> <p>Take measurements in standard units, using a range of simple equipment.</p>	<p>Describe how key events in design and technology have shaped the world.</p> <p>Explain how an existing product benefits the user.</p>	<p>Use and combine a range of visual elements in artwork.</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Use nature and natural forms as a starting point for artwork.</p>	<p>Use a range of different software to successfully complete a project</p> <p>Use digital technology in different ways in the classroom, home and community.</p>	<p>Make choices about the best ways to present historical accounts and information.</p>	<p>Locate significant places using latitude and longitude.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Gather evidence to answer a geographical question or enquiry.</p>

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Year 3 Knowledge	<p>Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions.</p> <p>Some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals, such as humans, cats and horses. Exoskeletons are those found on the outside of some animals, such as beetles and flies. Some animals have no skeleton, such as slugs and jellyfish.</p> <p>Questions can help us find out about the world and can be answered in different ways.</p> <p>Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals.</p> <p>Plants need air, light, water, minerals from the soil and room to grow, in order to survive. Different plants have different needs depending on their habitat. Examples include cacti, which need less water than is typical, and ferns, which can grow in lower light levels.</p> <p>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.</p>	<p>Key inventions in design and technology have changed the way people live.</p> <p>Particular products have been designed for specific tasks, such as nail clippers, the spinning top and the cool box.</p>	<p>Visual elements include colour, line, shape, form, pattern and tone.</p> <p>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.</p> <p>Artists draw, paint or sculpt human forms in active poses.</p> <p>Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>Nature and natural forms can be used as a starting point for creating artwork.</p>	<p>Several pieces of software can be used together to complete one task, such as adding a video to a word processed document.</p> <p>Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.</p>	<p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>	<p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>The term geographical evidence relates to facts, information and numerical data.</p>