



Neroche Community Primary School Year 3 Topic and Science Programmes 2020-2021



Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All Around the World	Extreme Earth	Ancient Greeks	Astonishing Art	When in Rome	Performing Puppets
Curriculum Area	Geography	Geography	History	Art	History	DT
Objectives	<ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world 	Pupils should be taught: <ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. 	<ul style="list-style-type: none"> ♣ the Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History – key stages 1 and 2 4 	<p>Design</p> <ul style="list-style-type: none"> ♣ 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>Make</p> <ul style="list-style-type: none"> ♣ 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>Evaluate</p> <ul style="list-style-type: none"> ♣ 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scientific Enquiry Skills	Rocks	Animals including humans	Plants	Forces and Magnets	Light
<ul style="list-style-type: none"> ♣ 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.