



St. Gerard's Curriculum Overview Year 3

Computing

- 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
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography

Locational knowledge

• 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

Human and physical geography

• describe and understand key aspects of:
- physical geography, including: volcanoes (cc link with SCIENCE)

Geographical skills and fieldwork

Design Technology

Design (PICTURE FRAMES)

-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

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

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

Technical knowledge

-apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Cooking & Nutrition

BAKING BREAD & MAKING A SANDWICH

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Science including working scientifically

- 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, & 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
- 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.
- 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.
- 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
- 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

PSHE

- Grow in resilience by reflecting on achievements, mistakes and creating personal goals
- Research, discuss and debate topical issues
- Recognise different rights & responsibilities at home, at school and in the local community
- Know how to stay healthy and safe, including exercise, diet, drugs, acceptable physical contact, road use and understanding what affects mental health.
- Discuss different types of relationships.

Art

KANDINSKY & PATTERN

- 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.

History

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a **depth study** of Ancient Egypt

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Charanga, assemblies, productions)
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Dan Callow)
- develop an understanding of the history of music

Physical Education

- use running, jumping, throwing and catching in isolation and in combination
 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
 - develop flexibility, strength, technique, control and balance
 - perform dances using a range of movement patterns
 - take part in outdoor and adventurous activity challenges both individually and within a team
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swimming, OAA, football, basketball, athletics, dance & tennis.

Modern Foreign Languages

- Understand spoken phrases
- Respond to instructions
- Answer questions
- Tell others about me
- Read words and match phrases
- Write sentences using a model
- Write sentences from memory

Religious Education

Advent, Christmas, Lent, Holy week and Easter are taught to every class each year.

- Belonging
- Reconciliation
- We listen to God's word at Mass
- Prayer
- The Eucharist is a Thanksgiving to God
- Pentecost
- First Holy Communion