

**Bankfields Primary School:** Year 3 \*M – Main Programme of Study \*L – Linked Programme of Study \*A – Additional Programme of Study

**Statutory Yearly Long Term Objectives**

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|  | **SCRUMDIDDLY****UMPTIOUS!** | **PREDATOR!** | **GODS AND MORTALS** | **TRIBAL TALES** | **MIGHTY METALS** | **URBAN PIONEERS** |  | **SCRUMDIDDLY****UMPTIOUS!** | **PREDATOR!** | **GODS AND MORTALS** | **TRIBAL TALES** | **MIGHTY METALS** | **URBAN PIONEERS** |
| **SCIENCE (Sc Y3/LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** | **GEOGRAPHY (Ge LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Sc P1: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. |  | M |  |  |  |  | Ge LK1: Locate the world’s countries using maps to focus on Europe (including Russia) and the Americas, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  |  |  | L |  |  |  |
| Sc P2: 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. |  | L |  |  |  |  |
| Ge LK2: Name and locate countries and cities of the UK, 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.  |  |  |  |  |  | L |
| Sc P3: Investigate the way in which water is transported within plants. |  | M |  |  |  |  |
| Sc P4: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |  |  |  | M |  |  |
| Sc A1: 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.  | M | M |  |  |  |  | Ge LK3: 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). | Y4 |  |  |  |  |  |
| Sc A2: Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |  |  | M |  |  |  |
| Ge PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in Europe and a region with North or South America. |  |  |  |  |  | M |
| Sc R1: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. |  |  |  | A |  |  |
| Sc R2: Describe in simple terms how fossils are formed when things that have lived are trapped within rock. |  | M |  |  |  |  | Ge HP1: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes, and the water cycle.  | L | L | M | M |  | L |
| Sc R3: Recognise that soils are made from rocks and organic matter. |  |  |  | A |  |  |
| Sc L1: Recognise that they need light in order to see things and that darkness is the absence of light. |  |  |  |  |  | M | Ge HP2: Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.  | M | L | L | M |  | L |
| Sc L2: Notice that light is reflected from surfaces. |  |  |  |  |  | M | Ge SF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  | M | M | M | M |  | M |
| Sc L3: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. |  |  |  |  |  | M | Ge SF2: Use eight points of the compass, four-/six-figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.  | Y4 |  |  |  |  |  |
| Sc L4: Recognise that shadows are formed when the light from a light source is blocked by a solid object. |  |  |  |  |  | M |
| Sc L5: Find patterns in the way that the size of shadows change. |  |  |  |  |  | M | Ge SF3: 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.  |  | M |  | M |  | M |
| Sc FM1: Compare how things move on different surfaces.  |  |  |  |  | M |  |
| Sc FM2: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  |  |  |  |  | M |  | **HISTORY (Hi LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Sc FM3: Observe how magnets attract or repel each other and attract some materials and not others. |  |  |  |  | M |  | Hi1: Learn about changes in Britain from Stone Age to Bronze Age.  |  |  |  | M |  |  |
| Sc FM4: 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. |  |  |  |  | M |  | Hi2: Learn about the Roman Empire and its impact on Britain. |  |  |  | L |  |  |
| Hi3: Learn about Britain’s settlement by Anglo-Saxons and Scots. |  |  |  | L |  |  |
| Sc FM5: Describe magnets as having two poles.  |  |  |  |  | M |  | Hi4: Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. |  |  |  | L |  |  |
| Sc FM6: Predict whether two magnets will attract or repel each other, depending on which poles are facing. |  |  |  |  | M |  | Hi5: Conduct a local history study. |  |  |  |  |  | M |
| Sc WS1: Ask relevant questions using different types of scientific enquiries to answer them. |  |  |  | M | L | M | Hi6: Study an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | M |  |  |  |  | L |
| Sc WS2: Set up simple practical enquiries, comparative and fair tests.  |  |  |  | L | M | L | Hi7: Learn about the achievements of the earliest civilizations - an overview of where and when the earliest civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. | Y5 |  |  |  |  |  |
| Sc WS3: Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. |  | L |  |  | M | L |
| Sc WS4: Gather, record, classify and present data in a variety of ways to help in answering questions. | M | M |  |  | L | L | Hi8: Learn about Ancient Greece: a study of Greek life and achievements and their influence on the western world. |  |  | M |  |  |  |
|  Sc WS5: Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. |  | M |  | M | M | L | Hi9: Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c AD 900; Mayan civilization c AD 900; Benin (West Africa) c AD 900-1300. | Y6 |  |  |  |  |  |
| Sc WS6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. |  | M |  |  | L |  |
| **DESIGN & TECHNOLOGY (DT LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Sc WS7: Use results to draw conclusions, make predictions for new values, suggest improvements and raise further questions. |  |  |  |  | L | L | DT D1: Use research and develop design criteria to inform the design of innovative, functional, appealing products.  | M |  |  | M | M |  |
| Sc WS8: Identify differences, similarities or changes related to simple scientific ideas and processes. | M | L |  |  | M | L | DT D2: Communicate design ideas in various ways.  | L | L | M |  | L | L |
| DT M1: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. | M | L | M | L | M | L |
| Sc WS9: Use straightforward scientific evidence to answer questions or to support their findings.  |  |  |  |  | M | L | DT M2: 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. | M | M | M | M | M | L |
| **COMPUTING (Co LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| Co1: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  |  | M | L |  |  | M | DT E1: Investigate and analyse a range of existing products. | M |  | L | M | M | L |
| DT E2: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | M |  | L | M | M | L |
| Co2: Use sequences, selection and repetition in programs; work with variables and various forms of input and output. |  | L | L |  |  | L |
| DT E3: Understand how key events and individuals in design and technology have helped shape the world.  |  |  |  |  |  | L |
| Co3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  |  | M | L |  |  | L |
| DT TK1: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. |  |  |  |  | L |  |
| Co4: 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. |  | L | L | L |  | L |
| DT TK2: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. |  |  |  |  | L |  |
| Co5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. |  | M | L | L | L | M | DT TK3: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. |  |  |  |  | M | L |
| Co6: 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. | M | M | M | M | M | M | DT TK4: Apply their understanding of computing to program, monitor and control their products. | Y4 |  |  |  |  |  |
| DT CN1: Understand and apply principles of a healthy and varied diet. | L |  |  |  |  |  |
| Co 7: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |  | L | L | L | L | L | DT CN2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | M |  |  |  |  |  |
| DT CN3: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  | L |  |  |  |  |  |
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| **ART & DESIGN (AD LKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| AD1: Create sketch books to record their observations and use them to review and revisit ideas.  | **M** |  | **L** |  |  | **M** |
| AD2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)  | M | M | M | M | M | M |
| AD3: Find out about great artists, architects and designers in history.  |  |  | M | M | L | M |