



## Year 3 Long Term Objective Plan 2016-17



### Objectives covered through-out the year

#### Science-

Sc5/1 Working Scientifically

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests

Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.

#### Art

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with [a range of materials](#)

Ar2/1.3 about great artists, architects and designers in history

#### DT2/1.1 Design

DT2/1.1a 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

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### DT2/1.2 Make

DT2/1.2a select from and use a wider range of tools and equipment to perform [practical tasks](#) accurately

DT2/1.2b 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

#### DT2/1.3 Evaluate

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



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DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

### DT2/1.4 Technological Knowledge

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT2/1.4b understand and use **mechanical systems** in their products

Autumn 1 <b>Shiver me timbers!</b> <b>Global Dimension</b>	Spring 1 <b>Yabba Dabba Do</b> <b>Community and Sustainability</b>	Summer 1 <b>Veni, Vidi, Vici</b> <b>Performance</b>
<p><b>Sc3/2.2 Animals including humans</b> Sc3/2.2a 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 Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to reports concerns about content and contact.</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and</p>	<p><b>Sc3/3.1 Rocks</b> Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc3/3.1c recognise that soils are made from rocks and organic matter.</p> <p>Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the <b>Stone Age</b> to the Iron Age</p> <p>Co2/1.1 <del>design, write and</del> debug programs that accomplish specific goals Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Ge2/1.1a 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 Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes</b> and earthquakes, and the water cycle Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>



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<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Art</b> – see objectives covered throughout the year.</p>	<p>Art – see objectives covered throughout the year.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 use and understand <del>staff and other</del> musical notations</p>	<p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Art</b> – see objectives covered throughout the year.</p>
<p style="text-align: center;">Autumn 2 <b>Winter Wonderland</b> <b>Leadership</b></p> <p><b>Sc3/4.1 Light</b></p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>Ge2/1.4c 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.</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types</p>	<p style="text-align: center;">Spring 2 <b>Iron Man</b> <b>Enterprise</b></p> <p><b>Sc3/4.2 Forces and Magnets</b></p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain <del>from the Stone Age to</del> (during) the <b>Iron</b></p>	<p style="text-align: center;">Summer 2 <b>Eats shoots and leaves</b> <b>The world of work</b></p> <p><b>Sc3/2.1 Plants</b></p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Co2/1.6 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>



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<p>of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create <del>a range of programs, systems and</del> <u>content</u> that accomplish given goals, <del>including collecting, analysing, evaluating and presenting data and information.</del></p> <p><b>DT</b> – see objectives covered throughout the year.</p>	<p><b>Age</b></p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Co2/1.4 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</p> <p><b>DT</b> – see objectives covered throughout the year.</p>	<p><b>DT</b> – see objectives covered throughout the year.</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
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