



Satellite View - Concepts and Skills - Year 3

Year 3
Geography
Come Fly With Me! Africa
<p>Concept</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>A. To know the location of the continent of Africa and identify its largest countries</p> <p>B. To know about some aspects of African culture</p>
<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge24 Investigate key aspects of human and physical geography</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Describe significant places located in the wider world</p> <p>Ge27 Identify similarities and differences between places and environments, understanding how they are linked</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigations</p>
Under The Canopy
<p>Concepts</p> <p>NC - Locate the world's countries, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC - 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>A. To learn about the tropical rainforest biome as an ecosystem</p>
<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Describe significant places located in the wider world</p> <p>Ge28 Identify how the ways in which people live sometimes have consequences for the environment</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p>
Three Giant Steps
<p>Concepts</p> <p>A. To understand geographical similarities and differences, through the study of human and physical geography, of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC)</p> <p>B. To 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 (NC)</p> <p>C. To know about and 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) (NC)</p> <p>D. To identify similarities and differences between Dover UK, France and Canada</p>
<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge24 Investigate key aspects of human and physical geography</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Identify where significant places are located in the UK, Europe and the wider world</p>

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Ge27 Identify similarities and differences between places and environments and understand how they are linked
Ge29 Use appropriate geographical vocabulary to communicate their findings
Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
Ge32 Use ICT to help in geographical investigation

Athens Vs Sparta

Concepts

- To know the location of Greece

Skills

Ge24 Investigate key aspects of human and physical geography
Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
Ge32 Use ICT to help in geographical investigations

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Year 3
Science
Come Fly With Me! Africa
<p>Concepts</p> <p>A. To recognise that living things can be grouped in a variety of ways (NC)</p> <p>B. To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment (NC)</p> <p>C. To know 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 (NC)</p> <p>D. To know the different types of teeth on humans and their simple functions (NC)</p> <p>E. To know and describe the simple functions of the basic parts of the digestive system (NC)</p> <p>F. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey (NC)</p> <p>G. To know that humans and some other animals have skeletons and muscles for support, protection and movement (NC)</p>
<p>Skills</p> <p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p>
Under The Canopy
<p>Concepts</p> <p>A. To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers (NC)</p> <p>B. To learn about and 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 (NC)</p> <p>C. To investigate the way in which water is transported within plants (NC)</p> <p>D. To know and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (NC)</p>
<p>Skills</p> <p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p> <p>Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables</p> <p>Sc24 Use results to draw simple conclusions</p>
Athens Vs Sparta
<p>Concepts</p> <p>A. To know that some objects float in water while some other sink</p> <p>B. To understand that displacement occurs when something is placed in liquid</p>
<p>Skills</p> <p>Sc15 Ask relevant questions</p> <p>Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests</p> <p>Sc17 Suggest what might happen in comparative and fair tests</p> <p>Sc18 Make careful observations and comparisons</p> <p>Sc19 Recognise what constitutes a fair test</p> <p>Sc20 Identify simple patterns, changes, similarities and differences</p> <p>Sc21 Make measurements using standard units</p> <p>Sc22 Discuss and describe findings</p>

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Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables

Sc24 Use results to draw simple conclusions

Hot Off the Press!

Concepts

A. To understand how some materials mix together

B. To know how mixtures might be separated

Skills

Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests

Sc18 Make careful observations and comparisons

Sc19 Recognise what constitutes a fair test

Sc22 Discuss and describe findings

Sc23 Communicate findings using simple scientific language in written explanations, drawings and labelled diagrams, keys, bar charts or tables

Sc24 Use results to draw simple conclusions

May the Force Be With You

Concepts

A. To know how things move on different surfaces (NC)

B. To know that and observe how some forces need contact between two objects and some forces act at a distance (NC)

C. To know that and observe how magnets attract or repel each other and attract some materials and not others (NC)

D. To describe magnets as having two poles (NC)

E. To predict whether two magnets will attract or repel each other, depending on which poles are facing (NC)

F. To 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 (NC)

Skills

Sc15 Ask relevant questions

Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests

Sc17 Suggest what might happen in comparative and fair tests

Sc18 Make careful observations and comparisons

Sc19 Recognise what constitutes a fair test

Sc20 Identify simple patterns, changes, similarities and differences

Sc21 Make measurements using standard units

Sc22 Discuss and describe findings

Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables

Sc24 Use results to draw simple conclusions

Satellite View - Concepts and Skills - Year 3

Year 3
History
Come Fly With Me! Africa
<p>Concepts</p> <p>NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To learn about the Benin Early Period</p>
<p>Skills</p> <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>
Athens Vs Sparta
<p>Concepts</p> <p>NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world</p> <p>A. To know the location of Greece</p> <p>B. To learn about the Greek Empire</p> <p>C. To understand the importance of Athens and Sparta</p> <p>D. To know about some of the important battles e.g. The Persian Wars</p> <p>E. To learn about Greek mythology</p> <p>F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings</p>
<p>Skills</p> <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 Sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>
Under The Canopy
<p>Concepts</p> <p>NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>Question 1. To understand where names come from and what they mean</p> <p>Question 2. To understand the relationship between where we originate from and what our names mean</p> <p>Question 3. To learn what it would have been like for the Mayans, living in the rainforest</p>
<p>Skills</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>
"That's All, Folks!"
<p>Concepts</p> <p>Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.</p>
<p>Skills</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>
Hot Off the Press!
<p>Concepts</p>

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- A. To know how people reproduced images and text in the past
 - B. To know who Johannes Gutenberg was and how his invention of the printing press changed how printed documents were produced
 - C. To know about different typography and fonts
 - D. To know that comics are a popular form of printed media
- To know about the development of the Beano and some of its characters

Skills

- Hi15 Develop their understanding that the past can be divided into different periods of time
- Hi16 Explore the different ways we can find out about the past and how to understand the evidence
- Hi18 Recognise similarities and differences between people's lives during different periods of time
- Hi19 Use dates and vocabulary relating to the passing of time and sequence events
- Hi20 Sequence several events or artefacts
- Hi21 Begin to give reasons for and results of the main events and changes
- Hi22 Use sources of information including ICT to find out about events, people and changes

Lindow Man

Concepts

- NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
- To know when the Stone Age, Bronze Age and Iron Age took place
 - To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)
 - To know who the Celts were, in particular, Boudicca
 - To know how the people living during these three periods of time influenced the locality
 - To understand how evidence from the past is used to make historical claims
 - To understand the way in which the past impacts on the present

Skills

- Hi15 Develop their understanding that the past can be divided into different periods of time
- Hi16 Explore the different ways we can find out about the past and how to understand the evidence
- Hi17 Identify different ways in which the past is represented
- Hi18 Recognise similarities and differences between people's lives during different periods of time
- Hi19 Use dates and vocabulary relating to the passing of time and sequence events
- Hi20 Sequence several events or artefacts
- Hi21 Begin to give reasons for and results of the main events and changes
- Hi22 Use sources of information including ICT to find out about events, people and changes

Saxon King

Concepts

- NC - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots
- NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- To know and be able to retell the life story of Harold Godwinson
 - To know what Harold Godwinson was famous for
 - To understand what makes Harold Godwinson an inspirational historical figure

Skills

- Hi15 Develop their understanding that the past can be divided into different periods of time
- Hi16 Explore the different ways we can find out about the past and how to understand the evidence
- Hi17 Identify different ways in which the past is represented
- Hi18 Recognise similarities and differences between people's lives during different periods of time
- Hi19 Use dates and vocabulary relating to the passing of time and sequence events
- Hi20 Sequence several events or artefacts
- Hi21 Begin to give reasons for and results of the main events and changes
- Hi22 Use sources of information including ICT to find out about events, people and changes

Satellite View - Concepts and Skills - Year 3

Year 3
Art
Come Fly With Me! Africa
<p>3D Form</p> <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn how to make an animal mask To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets
<p>Skills</p> <p>Ar34 Research, plan, design and make models</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar45 Work with a degree of independence</p> <p>Ar47 Make a simple papier mâché object</p>
"That's All, Folks!"
<p>Painting</p> <p>Skills Development</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks <p>Concepts</p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>NC - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> To identify that Jack Kirby is famous for his comic book style To learn that Jack Kirby was the creator of Captain America and many more Marvel characters To know that various methods can be used to create comic art
<p>Skills</p> <p>Ar30 Drawing Experiment with different grades of pencil and other implements</p> <p>Ar36 Drawing Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar38 Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 Drawing Draw independently for a sustained period of time</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar42 Painting Mix a variety of colours and know which primary colours make secondary colours</p>
Hot Off the Press!
<p>Painting/Drawing</p> <p>Skills Development</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks <p>Concepts</p> <ul style="list-style-type: none"> To explore art styles used in comic books and use stylised features in their comic strip
<p>Skills</p> <p>Ar30 Drawing Experiment with different grades of pencil and other implements</p> <p>Ar36 Drawing Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar38 Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 Drawing Draw independently for a sustained period of time</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar42 Painting Mix a variety of colours and know which primary colours make secondary colours</p>
Athens Vs Sparta
<p>3D Form</p> <p>Skills Development</p> <ul style="list-style-type: none"> To know how to make a coil pot <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To identify different variations of pottery design from the past to modern times

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Skills

Ar34 *Modelling and Sculpting* Research, plan, design and make models

Ar45 *Modelling and Sculpting* Work with a degree of independence

Ar46 *Modelling and Sculpting* Construct a simple clay base for extending and modelling other shapes

Ar48 *Design* and create images and artefacts in response to their personal ideas

Under The Canopy

Drawing/Painting

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know how to make close observational drawings
- To know how to use oil pastels in drawing
- To know that body art, in the form of tattooing, was being used in the 16th century in Mexico and Central America
- To identify different methods of body and face painting

Skills

Ar30 *Drawing* Experiment with different grades of pencil and other implements

Ar36 *Drawing* Use their sketchbook to observe, collect and record visual information from different sources

Ar38 *Drawing* Use different media to achieve variations in line, texture, tone, colour, shape and pattern

Ar41 *Painting* Work confidently on a range of scales e.g. thin brush on small picture etc.

Ar48 *Design* and create images and artefacts in response to their personal ideas

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Year 3
Design Technology
Come Fly With Me! Africa
<p>Concepts</p> <p>NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p>NC - 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> <p>NC - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>NC - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <ul style="list-style-type: none"> To learn some basic cooking skills
<p>Skills</p> <p>Di21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Di22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques</p> <p>Di23 Identify a purpose and establish criteria for a successful product</p> <p>Di24 Evaluate work, adapting and improving where appropriate</p>
Under The Canopy
<p>Concepts</p> <p>NC - 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</p> <p>NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately</p> <p>NC - 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> <p>NC - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> Design and make a prototype of a new toy for the client (Tribal Child) made of natural materials
<p>Skills</p> <p>Di21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Di23 Identify a purpose and establish criteria for a successful product</p> <p>Di24 Evaluate work, adapting and improving where appropriate</p> <p>Di25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Di26 Selecting appropriate tools and techniques, name and describe them</p> <p>Di27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>
That's All Folks! / Hot Off the Press - Mechanisms - Levers and Linkages 2
<p>Concepts</p> <p>NC - 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</p> <p>NC - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>NC - Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <ul style="list-style-type: none"> Design, make and evaluate a prop or model to be used in an animation
<p>Skills</p> <p>Di21 Generate, develop and explain ideas for products to meet a range of needs</p> <p>Di23 Identify a purpose and establish criteria for a successful product</p> <p>Di24 Evaluate work, adapting and improving where appropriate</p> <p>Di25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Di26 Selecting appropriate tools and techniques, name and describe them</p> <p>Di27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy</p>
Athens vs Sparta - Mechanisms and Structures
<p>Concepts</p> <p>NC - Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,</p>

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joining and finishing) accurately

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

- Design, make and evaluate a siege weapon (trebuchet)

Skills

Di21 Generate, develop and explain ideas for products to meet a range of needs

Di23 Identify a purpose and establish criteria for a successful product

Di24 Evaluate work, adapting and improving where appropriate

Di25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes

Di26 Selecting appropriate tools and techniques, name and describe them

Di27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy

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Year 3
Music
Come Fly With Me! Africa
<p>Skills Development</p> <ul style="list-style-type: none"> To learn about repetition as a compositional tool and to understand the term 'ostinato' To structure musical ideas, creating music that has a beginning, middle and end <p>Concepts</p> <p>NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> To know what call and response is in a piece of music To know that call and response is a feature of African music To know that the drum is integral to African music To know how to play hand drums and other percussion to create different sounds To know how important tempo, dynamics and pitch are in call and response singing
<p>Skills</p> <p>Mu21 Explore the way sounds can be combined and used expressively</p> <p>Mu22 Improvise repeated patterns</p> <p>Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>Mu25 Begin to recognise, recall and perform simple rhythmic patterns</p> <p>Mu27 Listen carefully and recognise patterns and increase aural memory</p>
Under The Canopy
<p>Skills Development</p> <ul style="list-style-type: none"> To improvise using tuned and untuned instruments To learn about instrument families and how they can be recognised by their timbre To use listening skills to correctly identify different instrument voices <p>Concepts</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To understand and explain what texture is To know how to identify low and high pitched sounds To know the importance of listening to each other when performing in groups
<p>Skills</p> <p>Mu21 Explore the way sounds can be combined and used expressively</p> <p>Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>Mu26 Recognise and explore different combinations of pitch sounds</p> <p>Mu29 Perform with control and awareness of audience</p>
Hot Off the Press!
<p>Concepts</p> <p>NC - use and understand staff and other musical notations</p> <p>NC - develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know and recognise some of the early forms of written music To know the names of notes in simple scales and record them on manuscript paper To know how to compose a simple piece of music and write it down To know that music can be shown in different ways such as graphic scores
<p>Skills</p> <p>Mu21 Explore the way sounds can be combined and used expressively</p> <p>Mu22 Improve repeated patterns</p> <p>Mu23 Compose and perform simple accompaniment recognising different musical elements and how they can be used together to compose music</p> <p>Mu24 Explore sounds using symbols and ICT</p> <p>Mu26 Recognise and explore different combinations of pitch sounds</p>

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Year 3
Computing
Come Fly With Me! Africa - Multimedia (Publishing)
<p>Concepts</p> <p>NC - Know how to 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>NC - Understand how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <ul style="list-style-type: none"> To know how to use publishing software to create an eye-catching information poster
<p>Skills</p> <p>Mm6 Explore alternative approaches to develop and refine work</p> <p>Mm7 Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Mm8 Use features of layout, presentation and organisation in print and on screen</p> <p>Mm9 Use editing skills for visual effects</p>
That's All, Folks! - Multimedia (Animation)
<p>Concepts</p> <p>NC - Know how to 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> <ul style="list-style-type: none"> To know what animation is To understand the history of animation To know some famous animations and how they are made To know the different methods of animation To understand how to create a stop motion animation
<p>Skills</p> <p>Mm6 Explore alternative approaches to develop and refine work</p> <p>Mm7 Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Mm8 Use features of layout, presentation and organisation in print and on screen</p> <p>Mm9 Use editing skills for visual effects</p>
Under the Canopy - Data
<p>Concepts</p> <p>NC - Know how to 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> <ul style="list-style-type: none"> To know how to record and analyse data using data logging devices
<p>Skills</p> <p>D3 Identify how ICT can be used to collect and structure information so that it can be searched and analysed</p> <p>D4 Capture, record and analyse data using sensors in order to support observations and investigations</p>
Athens v Sparta - Digital Citizenship
<p>Concepts</p> <p>NC - Know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> To understand the Trojan Horse and its history <p>COMPUTER SCIENCE</p> <p>This begins by watching and listening to Zorba's Dance and learning a dance similar to this by viewing it as an algorithm. Pupils will learn how to use flowcharts to represent algorithms. Pupils then use Scratch to explore a range of inputs that can be used, and when modelling the use of inputs within programming, a written frame of 'When..... then.....' is used to introduce the concept of selection within algorithms. Finally, pupils design and program a Scratch game using repetition and selection.</p> <p>NC - Know how to use sequence, selection, and repetition in programs, work with variables and various forms of input and output</p> <ul style="list-style-type: none"> To understand and use repetition within algorithms To understand the use of different inputs and begin to understand selection in programming To understand and use inputs, repetition and selection in programming
Skills

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DC6 Use ICT safely and appreciate the need to keep electronic data secure

CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems

CS5 Solve problems by decomposing them into smaller parts

CS6 Use sequence, selection, and repetition in programs

CS7 Work with variables and various forms of input and output

CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

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Year 3
PSHE - Discrete
Autumn 1
<p>Core 2 Unit 5 Lesson 1: Friendship - Best Features</p> <p>Concepts</p> <ul style="list-style-type: none"> Know and understand the features of a good friend Understand why it is important to be positive in relationships with others <p>Core 2 Unit 5 Lesson 2: Friendship - Circles Time</p> <p>Concepts</p> <ul style="list-style-type: none"> Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Know and understand the features of a good friend Understand why it is important to be positive in relationships with others <p>Core 2 Unit 5 Lesson 3: Friendships - Falling Out</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <p>Core 2 Unit 5 Lesson 4: Friendships - The BAFAs</p> <p>Concepts</p> <ul style="list-style-type: none"> Know and understand that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Understand why it is important to be positive in relationships with others
<p>Skills</p> <p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p> <p>CI15 Work co-operatively, showing fairness and consideration to others</p>
Autumn 2
<p>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental - I am Who I am!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know and understand the difference between the terms physical, emotional and mental <p>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental - Hearts and Minds</p> <p>Concepts</p> <ul style="list-style-type: none"> Become more self-aware <p>Core 1 Unit 1 Lesson 3: Physical, Emotional and Mental - Three in One</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand why setting goals is important
<p>Skills</p> <p>PW34 Develop strategies for managing and controlling strong feelings and emotions</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>HW4 Recognise and respect the similarities and differences between people</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular health benefits of different physical activities for promoting health</p> <p>HW17 Self-assess, understanding how this will help with their future decisions</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p>
Spring 1
<p>Core 2 Unit 1 Lesson 1: Clear Messages - Dot, Dot, Dash</p> <p>Concepts</p> <ul style="list-style-type: none"> Recognise that there are many ways to communicate Understand the need to communicate clearly <p>Core 2 Unit 1 Lesson 2: How to Listen - Listen Up!</p>

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Concepts <ul style="list-style-type: none"> Understand why it is important to listen to others
Skills PW29 Face new challenge positively and know when to seek help PW32 Talk about their views on issues that affect themselves and their class PW44 Empathise with another viewpoint Ci15 Work co-operatively, showing fairness and consideration to others
Spring 2
Concepts Core 3 Unit 2 Lesson 1: Different Communities - My Community Concepts <ul style="list-style-type: none"> Understand why it is important to be part of a community
Skills HW20 Work independently and in groups, taking on different roles and collaborating towards common goals Ci8 Show awareness of issues affecting communities and groups Ci12 Recognise the importance of local organisations in providing for the needs of the local community Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally
Summer 1
Core 1 Unit 7 Lesson 1: Before Puberty - You've Grown! Concepts <ul style="list-style-type: none"> Understand that the rate at which we grow differs from person to person Core 1 Unit 7 Lesson 2: Visible Changes - Mind the Gap Concepts <ul style="list-style-type: none"> Know and understand how to look after our teeth Understand what happens when we lose teeth as grow up and why this happens Core 1 Unit 8 Lesson 1: How to Help - Who to Call Core 1 Unit 8 Lesson 2: Emergency Calls - Calling 999 Core 1 Unit 8 Lesson 3: Ambulance, Now! Concepts <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary Core 1 Unit 2 Lesson 4: Sleep - Sweet Dreams! Concepts <ul style="list-style-type: none"> Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
Skills PW33 Begin to make responsible choices and consider consequences PW35 Show awareness of changes that take place as they grow PW38 Extend strategies to cope with risky situations PW39 Behave safely and responsibly in different situations PW41 Begin to make informed lifestyle choices HW4 Recognise and respect similarities and differences between people HW6 Recognise and manage risk in everyday activities HW13 Listen to and show consideration for other people's views HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency Ci12 Recognise the importance of local organisations in providing for the needs of the local community Ci16 Make decisions, giving consideration to the impact they may have on others
Summer 2
Concepts Core 1 Unit 2 Lesson 1: A Balanced Approach - Define: Healthy Concepts <ul style="list-style-type: none"> Understand the meaning of the word 'healthy' Core 1 Unit 2 Lesson 2: Physical Exercise - Active Kids? Concepts <ul style="list-style-type: none"> Know the risks associated with an inactive lifestyle (including obesity)

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- Know the recommended guidelines for physical activity and understand the reasons for these

Core 1 Unit 3 Lesson 3: Lifestyle Choices - It's Your Choice

Concepts

- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Core 2 Unit 2 Lesson 3: Shared Goals - Better Places

Concepts

- Know how to identify ways to improve the environment
- Know how to spot problems and find ways of dealing with them

Skills

PW31 Reflect on own mistakes and make amends

PW33 Begin to make responsible choices and consider consequences

PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle

PW41 Begin to make informed lifestyle choices

HW10 Recognise the factors influencing opinion and choice, including the media

HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health

HW16 Negotiate and present their own views

Ci5 Work co-operatively, showing fairness and consideration to others

Ci10 Identify the difference between needs and wants

Satellite View - Concepts and Skills - Year 3

PSHE - Safe Zone

Year 3
PSHE / Computing
Lesson 1 - Self Image and Identity (Autumn 1)
<p>Mission</p> <p>To create a new identity card to access the Safe Zone and to create an avatar for online presence.</p> <p>This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes.</p>
<p>Objectives</p> <ul style="list-style-type: none"> I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
<p>Key Vocabulary</p> <p>identity, avatar, safety, security, presence, breach, represent, change</p>
Lesson 2 - Online Relationships & Online Bullying (Spring 1)
<p>Mission</p> <p>Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests.</p> <p>Part 2 - To understand cyber-bullying and offer advice on how to deal with it.</p> <p>This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this.</p>
<p>Objectives</p> <ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.
<p>Key Vocabulary</p> <p>communication, online, website, platform, chat, post, comment, bullying, advice, conversation</p>
Lesson 3 - Online Reputation & Managing Online Information (Spring 1)
<p>Mission</p> <p>To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly.</p> <p>In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching.</p>
<p>Objectives</p> <ul style="list-style-type: none"> I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

Satellite View - Concepts and Skills - Year 3

<ul style="list-style-type: none"> I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
Key Vocabulary Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS
Lesson 4 - Health, Well-being and Lifestyle (Spring 2)
Mission To complete a reflective assessment of your current computing usage and activity. In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete 'Health and Well-being assessments' by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online.
Objectives <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire
Lesson 5 - Privacy and Security (Summer 1)
Mission To understand the practice of creating passwords for online files and identifying and generating good passwords. In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others.
Objectives <ul style="list-style-type: none"> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. I can describe how connected devices can collect and share anyone's information with others.
Key Vocabulary password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure
Lesson 6 - Copyright and Ownership (Summer 2)
Mission To understand that work can be easily copied online and to consider the information I share. In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work.
Objectives <ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action