

Year 3 curriculum objectives

History	Geography	Art & Design	DT	Computing	Music
Place the time being studied on a timeline.	Use non-narrative NF books, atlases, pictures/photos and internet as sources of information.	Mix a variety of colours and know which primary colours make secondary colours.	Prepare food safely and hygienically	Use search technologies effectively, and can appreciate how results are selected and ranked.	Identify some basic musical styles through learning about their style indicators and the instruments played
Generate questions for investigation.			Weigh and measure my ingredients accurately		
Use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD.	Identify types of settlements in Early Britain linked to History. Why did early people choose to settle where they did?	Plan, design, make and adapt models, using a variety of materials.	Develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.	Design, write and debug effective programs. Use technology safely, respectfully and responsibly.	Say why it is important to warm up our voices and I can demonstrate some methods to do this
Use a range of sources to build up a picture of a past event.	Begin to identify significant places and environments.	Talk about their work, showing an understanding of how it has been sculpted, modelled or constructed.	Disassemble and evaluate existing products.	I can explain how simple algorithms work, using Scratch or robots.	Treat each instrument with respect and use the correct techniques to play them
Offer a reasonable explanation for some events.	Use large and medium scale OS maps.				
Distinguish between different sources and evaluate their usefulness.	Locate and name the countries, and their capital cities, making up the British Isles.	Experiment with different grades of pencil and make informed choices in drawing e.g. paper and media.	Choose appropriate tools, equipment, components and techniques to make my functional product	Record and compare data using a datalogger.	Improvise my own tune or rhythm
Understand people's motivations considering the context.	Begin to recognise symbols on an OS map. Know why a key is needed and use standard symbols.	Plan, refine and alter their drawings as necessary and describe changes using art vocabulary.	Use appropriate techniques to finish my product	Use models and simulations to find things out and solve problems.	Record a composition in anyway appropriate, such as using graphic/pictorial notation, video, ICT.
Study the Roman Empire and its impact on Britain.	Locate and name cities in the West Midlands and surrounding area.		Recognise what I have done well in my work and what others have done.	Know what a password is used for	Use my voice expressively and creatively by singing songs and speaking chants and rhymes
Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama and models.	Use letter/no. co-ordinates (2-figure reference) to locate features on a map confidently.		Suggest improvements in future designs Work safely and accurately with a range of simple tools.	Use a range of digital devices to find out about the local area and create maps.	Follow a leader or conductor

Visitor assemblies/workshops & PHSE assemblies

NSPCC assembly 10 th September	First aid 24 th & 25 th September	Black History Month 3 rd October	Diwali class assembly 5 th October	Bonfire Night assembly 5 th November
Anti-bullying Week 10 th November (class assembly)	Remembrance 11 th November	Children in Need 15 th November	Safer Internet Day 11 th February	International Women's Day 6 th March
Purim assembly 9 th March	Sport Relief 18 th March	Easter Bonnet assembly 31 st March	Autism Awareness Day 2 nd April	St George's Day 23 rd April
RSPCA Week 1 st May	UNICEF Day for Change May tbc	Parkfield Literary Festival 19 th May	World Environment Day 5 th June	National Smile Day 19 th June

Personal Development					
PHSE lesson	Visitor assembly/workshop	No Outsiders in a Faith Community	RSE	My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly			Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)	
Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience		Recognise different types of relationships, including those between acquaintances, friends, relatives and families		Understand what being an outsider is like	
Understand what being lonely feels like		Recognise and respond appropriately to a wider range of feelings in others		Understand the importance of being yourself	
Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet		Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise		Know why you should be yourself differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	
Recognise how images in the media (and online) do not always reflect reality		Know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves		Explain what discrimination is	
Develop strategies for keeping safe online; the importance of protecting personal information, including passwords				To know what to do if I see someone else being unkind	
Recognise the importance of taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact		Recognise what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond		Recognise a stereotype	
Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these		Discuss the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'		Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	
Explore what positively and negatively affects their physical, mental and emotional health		Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)			
Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals				Explore the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	
First aid communication and casualty care, the recovery position, bleeding				Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	
British Values					
Democracy		The Rule of Law		Individual Liberty	
Birmingham City Council		The Rule of Law		My Talents, Interests and Abilities	
What does the council do? Why is it important they we are represented? What are the responsibilities of a councillor? Invite a councillor to deliver an assembly		Who makes laws? (local, national & international) Why are the police and army accountable to Parliament? How do courts maintain independence? Magistrate/police assembly		Faith and Belief in the UK: Living Together	