

BRADFIELD PRIMARY FOUNDATION SUBJECTS

CURRICULUM MILESTONE 2 YEAR 3

Year 3 – ART AND DESIGN

Coverage in year 3

- Should be taught to create sketch books to record their observations and use them to review and revisit ideas exploring ideas and recording experiences.
- use a range of materials with creativity with experimentation and increased control.
- Should be taught about great artists, architects and designers in history and understand the historical and cultural development of their art forms: learn about art and design in the history and culture of Britain and the wider world.
- produce creative work; improve mastery of art and design techniques

To develop ideas		<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
To master techniques	Painting	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
	Collage	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
	Sculpture	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail
	Drawing	<ul style="list-style-type: none"> • Use different hardnesses of pencils& charcoal to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
	Print	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block).
	Textiles	<ul style="list-style-type: none"> • Shape and stitch materials, use basic cross stitch and back stitch. • Colour fabric. • Create weavings, Quilt, pad and gather fabric.
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

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Year 3–COMPUTING

Coverage in Year 3

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- 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
- select, use and combine a variety of software (including internet services) collecting, analysing, evaluating and presenting data and information.

To code (using Scratch)	Motion	<ul style="list-style-type: none"> • Use specified screen coordinates to control movement.
	Looks	<ul style="list-style-type: none"> • Set the appearance of objects and create sequences of changes.
	Sound	<ul style="list-style-type: none"> • Create and edit sounds. Control when they are heard, their volume, duration and rests.
	Draw	<ul style="list-style-type: none"> • Control the shade of pens
	Events	<ul style="list-style-type: none"> • Specify conditions to trigger events
	Control	<ul style="list-style-type: none"> • Use IF THEN conditions to control events or objects
	Sensing	<ul style="list-style-type: none"> • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
	Variables and lists	<ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables
To connect	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work 	
To communicate	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally 	

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Year 3 – DESIGN AND TECHNOLOGY

Coverage in Year 3

Design:

- 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.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks.

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 and nutrition:

- pupils should be taught how to cook and apply the principles of nutrition and healthy eating.
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

To master practical skills	Food	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils.
	Materials	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
	Textiles	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.
	Construction	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques
	Mechanics	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
To design, make, evaluate and improve	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 	
To take inspiration from design throughout history	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work 	

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Year 3 – GEOGRAPHY

Coverage in Year 3

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- location and characteristics of a range of the world’s most significant human and physical features.
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- describe and understand key aspects of: physical geography, including: rivers and the water cycle
- human geography, including: types of settlement and land use,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
To investigate patterns	<ul style="list-style-type: none"> • Name and locate the Equator, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
To communicate geographically	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass to communicate knowledge of the United Kingdom.

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Year 3 – HISTORY

Coverage in Year 3

- changes in Britain from the Stone Age to the Iron Age
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

To investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
To understand chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events
To communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

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Year 3 – Languages

Coverage in Year 3

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Comprehension:

- Of spoken & written language
- Ability to respond in speaking confidently and fluently with accurate pronunciation and intonation.

To speak confidently	<ul style="list-style-type: none">• Understand the main points from spoken passages.• Ask others to repeat words or phrases if necessary.• Ask and answer simple questions and talk about interests.• Take part in discussions and tasks.• Demonstrate a growing vocabulary
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none">• Describe with some interesting details some aspects of countries or communities where the language is spoken.• Make comparisons between life in countries or communities where the language is spoken and this country.

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Year 3 – MUSIC

Coverage in Year 3

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

To perform	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
To compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.
To transcribe	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
To describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

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Year 3 – PE

Coverage in Year 3

Enjoy collaborating, communicating and competing with each other.

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, rounders and tennis and apply basic principles suitable for attacking and defending.

Take part in gymnastics activities to develop strength, technique, control and balance.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming and water safety: Take swimming instruction.

To develop practical skills in order to participate, compete and lead a healthy lifestyle:	
Games	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member, follow the rules and play fairly.
Dance	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance.
Gymnastics	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts • Swing and hang from equipment safely (using hands)
Swimming	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate • Coordinate leg and arm movements, swim at the surface and below the water.
Athletics	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.
Outdoor and adventurous activities	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.

Year 3 – RE

BRADFIELD PRIMARY FOUNDATION SUBJECTS

CURRICULUM MILESTONE 2 YEAR 3

Coverage in Year 3

Christianity

Hinduism – include visit

Judaism

Sikhism - include visit

Islam

To understand beliefs and teachings	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts
To reflect	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.
To understand values	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.