

**St. Anne's Curriculum skills**  
**2016-2017**



Year <u>  3  </u>	Autumn		Spring		Summer	
Topic	Meet the Flintstones	To Infinity and Beyond	Asian Adventure	Global Gardens	Roman Around	Ciao Bambini
<b>Art</b>	Sewing and Binca Name the tools and materials they have used Develop skills in cutting, stitching and joining. Stitch, knot and use other manipulative skills	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	Printing using a variety of materials, objects and techniques including layering Explore pattern and shape, creating designs for printing	Still list artists Painting, mixing a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures.	Clay- make a simple clay tile and develop ways of creating texture with a variety of tools	Drawing-experiment with different grades of pencil and implements. Use sketchbook to collect and record visual information
<b>D and T</b>	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for				apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] evaluate their ideas and products against their own design criteria and consider the views of others to improve their work use research and develop design criteria to inform the design of innovative, functional,	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 Apply their understanding of how

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	<p>example, cutting, shaping, joining and finishing], accurately • 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>understand and apply the principles of a healthy and varied diet</p> <p>♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>				<p>appealing products that are fit for purpose, aimed at particular individuals or groups 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>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>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>to strengthen, stiffen and reinforce more complex structures</p>
<b>History</b>	<p>changes in Britain from the Stone Age to the Iron Age</p>				<p>the Roman Empire and its impact on Britain</p>	

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<p><b>Geography</b></p>			<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>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>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</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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</p>
<p><b>ICT</b></p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate</p>	<p>Use technology purposefully to organise and manipulate digital content. Present information Design and create content. Understand the opportunities computer networks offer for communication</p>	<p>Design programs that accomplish specific goals Design and create programs Use repetition in programs Control or stimulate physical systems Use logical reasoning to detect and correct</p>			

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	how results are selected and ranked, and be discerning in evaluating digital content		errors			
<b>Science</b>	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.		identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores			compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
<b>P.E</b>	use running, jumping, throwing and catching in	develop flexibility, strength, technique, control and	perform dances using a range of movement			take part in outdoor and adventurous

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	<p>isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns</p>	<p>patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			<p>activity challenges both individually and within a team</p>
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Please see separate RE newsletters for coverage of RE in each year group.

Please see separate overview for coverage of music and languages.