

Wales Primary School Science Curriculum: Year 3

Core Scientific Skills	Biology	Chemistry	Physics
<p><u>Working Scientifically</u></p> <ol style="list-style-type: none"> 1. Asking relevant questions 2. Using scientific enquiry to answer questions 3. Set up simple enquiries, comparative and fair tests 4. Making systematic and careful observations, taking accurate measurements 5. Gathering, recording, classifying and presenting data in a variety of ways to answer questions 6. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 7. Reporting on findings from enquiries, explaining results and conclusions 8. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 9. Identify differences, similarities or changes related to simple scientific ideas and processes 10. Using straightforward scientific evidence to answer questions or support findings 	<p><u>Plants</u></p> <ol style="list-style-type: none"> 1. Identify and describe the functions of different parts of flowering plants (roots, stem, leaves, flower) 2. Explore the requirements of plants for life and growth and how they vary from plant to plant 3. Investigate the way in which water is transported within plants 4. Explore the part that flowers play in the lifecycle of flowering plants (pollination, seed formation, dispersal) 	<p><u>Rocks</u></p> <ol style="list-style-type: none"> 1. Compare and group together different kinds of rocks based on the basis of their appearance and simple physical properties 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. Recognise that soils are made from rocks and organic matter 	<p><u>Light</u></p> <ol style="list-style-type: none"> 1. Recognise that light is needed to see things and that dark is the absence of light 2. Notice that light is reflected from surfaces 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4. Recognise that shadows are formed when the light from a light source is blocked by a solid object 5. Find patterns in the way that the size of shadows change
	<p><u>Animals, including humans</u></p> <ol style="list-style-type: none"> 1. Identify that animals, including humans, need the right types and amount of nutrition and that they cannot making their own food 2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Link to DT</u></p> <ol style="list-style-type: none"> 3. Understand and apply the principals of a healthy and varied diet 4. Prepare and cook a variety of predominantly savoury dishes using cooking techniques 	<p><u>Forces and Magnets</u></p> <ol style="list-style-type: none"> 1. Compare how things move on different surfaces 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 3. Observe how magnets attract or repel each other and attract some materials and not others 4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet 5. Describe whether two magnets will attract or repel each other 	

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Art	Geography	Modern Foreign Languages	Physical Education
<p><u>Create and communicate</u></p> <ol style="list-style-type: none"> 1. Use sketch books to collect, record and evaluate ideas <p><u>Using techniques to create effect</u></p> <ol style="list-style-type: none"> 2. Improve mastery of techniques such as drawing, painting and sculpture with varied materials 3. <p><u>Appreciation of artists who inspire and influence us</u></p> <ol style="list-style-type: none"> 4. Learn about great artists, architects and/or designers 	<p><u>Location Knowledge</u></p> <ol style="list-style-type: none"> 1. Locate countries in Europe and Americas finding key physical and human features <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> 2. Study a region of UK (not local) identifying physical and human features <p><u>Human and Physical Geography</u></p> <ol style="list-style-type: none"> 3. Describe and understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements and trade links <p><u>Skills and Fieldwork</u></p> <ol style="list-style-type: none"> 4. Use 8 points of the compass, symbols and keys 5. Use field work to observe, measure and record 	<p><u>Listening, Exploring and Speaking</u></p> <ol style="list-style-type: none"> 1. Listen and engage 2. Ask and answer questions 3. Speak in sentences using familiar vocabulary <p><u>Understanding and Communication</u></p> <ol style="list-style-type: none"> 4. Develop accurate pronunciation 5. Show understanding of words and phrases 6. Appreciate songs, stories, poems and rhymes 7. Broaden vocabulary 	<p><u>Acquiring and developing skills</u></p> <ol style="list-style-type: none"> 1. Use movements, skills and actions in isolation or combination 2. Develop flexibility and control in gym, dance and athletics <p><u>Selecting and applying</u></p> <ol style="list-style-type: none"> 3. Play competitive games 5. Develop and apply principles behind strategies, tactics and ideas (eg attacking and defending) <p><u>Evaluate and improve</u></p> <ol style="list-style-type: none"> 6. Perform dances using a range of patterns 7. Compare performances to achieve personal bests 8. identify what makes a performance effective <p><u>Knowledge and understanding of fitness and health</u></p> <ol style="list-style-type: none"> 8. How exercise affects the body 9. Warm up and prepare appropriately for physical activities
Design Technology	History	Music	RE
<p><u>Design</u></p> <ol style="list-style-type: none"> 1. Use research and develop design criteria to inform the design of products that are fit for purpose 2. Use annotated sketches, prototypes and computer aided design to explain ideas <p><u>Make</u></p> <ol style="list-style-type: none"> 3. Select and use a wide range of tools to perform practical tasks accurately 4. Select from and use a wide range of materials and components <p><u>Evaluate</u></p> <ol style="list-style-type: none"> 5. Evaluate existing products 6. Improve own products using design criteria <p><u>Technical Knowledge</u></p> <ol style="list-style-type: none"> 7. Use mechanical systems in own products 8. Understand a healthy diet when preparing and cooking savoury dishes 	<p><u>Chronological Understanding</u></p> <ol style="list-style-type: none"> 1. Place events and people into the correct time period 2. Use correct dates and vocabulary related to the passing of time <p><u>Knowledge and understanding of events, people and changes</u></p> <ol style="list-style-type: none"> 3. Understand the features of the periods/societies studied (ideas, attitudes, beliefs of men, women and children) 4. Identify and describe reasons for historical events, situations and changes <p><u>Historical interpretation</u></p> <ol style="list-style-type: none"> 5. Recognise that the past is represented and interpreted in different ways <p><u>Historical enquiry</u></p> <ol style="list-style-type: none"> 5. Find out about events, people and changes using a wide range of sources 6. Ask and answer questions about the past 	<p><u>Play and Perform</u></p> <ol style="list-style-type: none"> 1. Use voice and instruments with increasing accuracy, control and expression <p><u>Create and Compose</u></p> <ol style="list-style-type: none"> 2. Improvise and compose music <p><u>Listen, Understand and Appreciate</u></p> <ol style="list-style-type: none"> 3. Appreciate a wide range of live and recorded music <p><u>Music Over Time</u></p> <ol style="list-style-type: none"> 4. Begin to develop a sense an understanding of musical history 	<p><u>Learning about Religion</u></p> <ol style="list-style-type: none"> 1. Describe the key aspects of religions; the people, stories and traditions 2. Describe practices and ways of life in religions 3. Identify and describe similarities and differences within and between religions and festivals 4. Investigate the significance of religion in the local, national and global communities 5. Consider the meaning of a range of forms of religious expression 6. Describe religious responses to ethical questions <p><u>Learning from Religion</u></p> <ol style="list-style-type: none"> 7. Reflect on belonging to a faith community 8. Respond to challenges of commitment 9. Discuss views of religious truth and belief 10. Reflect on right and wrong and responses to them 11. Reflect on sources of inspiration

