

Thorpepark Academy MTP Learning objective mapping



Year: 3

Class: KC / KR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Stone Age Angry Earth	Abra Cadabra	Light Houses	Plants	Moving and growing	Rainforests
Science	<p>Rocks To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To recognise that soils are made from rocks and organic matter.</p> <p>Fossils To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Investigation Skills *asking relevant questions and using different types of scientific enquiries to answer them *setting up simple practical enquiries, comparative and fair tests *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *identifying differences, similarities or changes related to simple scientific ideas and processes *using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Forces and Magnets To compare how things move on different surfaces To notice that some forces need contact between two objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others 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 To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Investigation Skills *asking relevant questions and using different types of scientific enquiries to answer them *setting up simple practical enquiries, comparative and fair tests *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *identifying differences, similarities or changes related to simple scientific ideas and processes *using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Light To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change</p> <p>Investigation Skills *asking relevant questions and using different types of scientific enquiries to answer them *setting up simple practical enquiries, comparative and fair tests *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *reporting 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types of scientific enquiries to answer them *setting up simple practical enquiries, comparative and fair tests *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *identifying differences, similarities or changes related to simple scientific ideas and processes *using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Animals including humans To identify 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Investigation Skills *asking relevant questions and using different types of scientific enquiries to answer them *setting up simple practical enquiries, comparative and fair tests *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions *identifying differences, similarities or changes related to simple scientific ideas and processes *using straightforward scientific evidence to answer questions or to support their findings.</p>	

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History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Examples (non-statutory) late Neolithic hunter-gatherers and early farmers, for example, Skara Brae technology and travel, for example, Stonehenge</p>				<p>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</p>	
Geography	<p>Locational knowledge To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography To describe and understand key aspects of physical geography, (including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)</p>		<p>Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Human and physical geography To describe and understand key aspects of physical geography, (including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle)</p>			<p>Locational knowledge 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</p> <p>Place knowledge To 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</p> <p>Geographical skills and fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
Computing	<p>Research To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To 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</p> <p>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>Internet Safety Day Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Controlling physical systems To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Computer coding/ Controlling physical systems To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>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>	
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p>			<p>To improve their mastery of art and design techniques, including drawing,</p>	<p>To improve their mastery of art and design techniques, including drawing,</p>	<p>To learn about great artists, architects and designers in history</p>

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	To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint]			with a range of materials [for example, pencil, charcoal, paint]	with a range of materials [for example, pencil, charcoal, paint]	To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint]
DT	<p>Technical knowledge To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] control their products.</p>	<p>Design To 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>Make To 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>Evaluate To investigate and analyse a range of existing products To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Design To 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>Make To 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>Evaluate To understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge To apply their understanding of how to strengthen, stiffen and reinforce more complex structures To apply their understanding of computing to program, monitor and control their products.</p>			<p>Design To 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>Make To 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>Evaluate To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] control their products.</p>
RE	<p>Remembering (Christianity) -explore religious stories that identify how believers are expected to behave -explain the significance and use of symbols and artefacts in rites of passage -consider how they are expected to behave and where these rules come from -compare the symbolism associated with rites of passage in three faiths.</p>		<p>Faith founders (Christianity/ Judaism) -describe the effect of life-changing events on the commitment of significant people of faith -describe the teachings of significant religious people, identifying some similarities and differences -share ideas as to how the lives of significant people of faith have affected the lives of others -reflect on the teachings of significant religious people and how these teachings impact on society</p>		<p>Encounters (Christianity/ Islam) -compare different faith beliefs about how the universe began -give reasons why people of faith have a sense of awe and wonder about the Earth -explore religious teachings to see how faith members should care for the Earth -investigate how faith members show care for the environment -express thoughts and beliefs about how the universe began -share feelings about the sense of awe and wonder in the natural world -share thoughts on how and why religions treat the world with respect -show understanding of stewardship and suggest actions everyone can take</p>	
Jigsaw	Being me	Anti- Bullying Week Celebrating difference	E safety Week Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	To listen with attention to detail and recall sounds with increasing aural memory	<p>To develop an understanding of the history of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>			<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To use and understand staff and other musical notations</p>	

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		increasing accuracy, fluency, control and expression				
PE	<p>Gymnastics</p> <p>*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>*perform dances using a range of movement patterns</p> <p>*compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dance</p> <p>*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>*perform dances using a range of movement patterns</p> <p>*compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Football</p> <p>*use running, jumping, throwing and catching in isolation and in combination</p> <p>*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Athletics</p> <p>*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Tag rugby</p> <p>*use running, jumping, throwing and catching in isolation and in combination</p> <p>*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Badminton</p> <p>*use running, jumping, throwing and catching in isolation and in combination</p> <p>*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
Thorpepark 50	<p>Go on a bus</p> <p>Go to a museum</p>	<p>Go to the theatre</p>	<p>Trip to the beach</p> <p>Eat an ice cream</p>		<p>Go to a museum</p>	