

# SPPS Curriculum Objectives Y3 Statutory Requirement Objectives



See the documents [SPPS Maths Overview](#) and [SPPS English Overview 2014](#) for these core objectives

Statutory objectives [SPPS objectives or suggested topics / activities](#)

Science						
Working Scientifically	Topics:	Plants	Animals, inc Humans	Rocks	Light	Forces & Magnets
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<p>Pupils should be taught to:</p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>

Additional unit on 'Science behind Volcanoes' on final term to link with 'Pompeii' topic – This will need to focus on the working scientifically skills.

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NON CORE SUBJECTS: PART 1 OF 3			
Geography	History	Art & Design	Design & Technology
<p><b>Pupils should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom (with Roman link), 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 (Location of stone age/iron age settlements in Britain) (Cliff of Dover-linked to Science)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 (Italy)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>physical geography, including: rivers (River Tiber), mountains (Seven hills), volcanoes (Pompeii)</li> <li>human geography, including: types of settlement and land use (looking at where certain plants/vegetables grow and how they are cultivated-Science links)</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul> <p><b>The Romans</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Media to cover-</b> paint (watercolour), charcoal, sketching pencils, colour pencils</p> <p><b>Artist Focus:</b> Rene Magritte</p>	<p><b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>

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<p>studied Compare (France/Paris-location in comparison to Britain)</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Global Citizenship Aims</b> Pupils should;</p> <ul style="list-style-type: none"> <li>show concern for the wider environment</li> <li>beginning to value resources</li> <li>have an awareness that our actions have consequences willingness to care for the environment</li> <li>making links between our lives and the lives of others</li> </ul> <p><b>Curriculum links and resources</b></p> <ul style="list-style-type: none"> <li><b>“How Does Your Garden Grow”</b> To discover that we face different challenges in different parts of the world. We are not all afforded equal opportunity. (Use Eco Schools)</li> <li><b>Origin of our food</b> (Started in Year2). Consider the effect of buying locally and in season (new to Year 3).</li> </ul>			<ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Topic: The Stone Age to Iron Age</b></p> <p><b>Focus – axe / tools design and make (science and art linked)</b> -Design, make and evaluate -Technical knowledge -To understand how to strengthen structures with range of materials , to join materials inn different ways to test a product and evaluate its effectiveness Cooking and nutrition</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Topic: Plants in the park and garden</b> <b>Focus – fresh salad with edible flowers</b> -Design, make and evaluate -Technical focus -Cooking and nutrition -Understand and apply the principles of a healthy and varied diet -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and <b>processed</b></p> <p><b>Topic – Romans and Volcanoes</b> <b>Focus – textiles ( links to maths with use of pattern and using horizontal/ vertical diagonal line</b></p> <ul style="list-style-type: none"> <li>design, make and evaluate</li> <li>skills focus – sewing stiches ( technical knowledge )</li> </ul>

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NON CORE SUBJECTS: PART 2 OF 3			
Computing	R.E	PHSE (Following SPPS Program)	Physical Education
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><u>List of topics- Stand alone units.</u></p> <ul style="list-style-type: none"> <li><b>We are programmers:</b> creating a program to make an animation about stone age peoples.</li> <li><b>We are bug fixers:</b> finding and correcting bugs in programs.</li> <li><b>We are presenters:</b> filming and editing live action Viking video.</li> <li><b>We are opinion pollsters:</b> collecting and analysing data and opinions on changing environments.</li> <li><b>We are communicators:</b> Using email, skype, etc to communicate safely.</li> <li><b>We are network engineers:</b> Exploring computer networks.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><a href="#">Southwark Syllabus:</a></p> <p>Christianity Unit 6 – Places of worship</p> <p>Sikhism Unit 3 – Sikh special places</p> <p>Buddhism Unit 1 – the Buddha and his teachings</p> <p>Buddhism Unit 2 – the Buddhist community</p> <p>Hinduism Unit 3 – Hinduism and the environment</p> <p>Hinduism Unit 4 – The Mandir</p> <p><i>(See units for full objectives)</i></p>	<p><b>Pupils should be taught:</b></p> <p><b>Autumn 1: Difference &amp; diversity; creating class rules to match school vision and values.</b></p> <p><b>PATHS</b></p> <ol style="list-style-type: none"> <li>Establishing a Positive Classroom Environment and Enhancing Self-Esteem (Classroom Rules and Pupil of the Day)</li> <li>Basic Emotions (including: happy, sad, private, fine, excited, tired, scared, angry, calm ...)</li> <li>Improving Self-Control, Self-Awareness and Anger Management</li> <li>Using our Thinking Skills (making good choices, problem solving)</li> <li>Getting Along With Others – Friendship (including Fair Play Rules; Manners; Being a good winner / loser ...)</li> <li>Feelings in Relationships 1 (tolerance, points of view ...)</li> <li>Getting Along with Others (making up ...)</li> <li>Feelings and Expectations</li> <li>Feelings About School</li> <li>Feelings in Relationships 2 (Rejected / included; Teasing..)</li> <li>Endings and Transitions</li> </ol> <p><b>Sex and Relationships Education:</b> Valuing Difference and Keeping Safe (Autumn 2)</p> <ol style="list-style-type: none"> <li>Differences: Male and Female</li> <li>Personal Space</li> <li>Family Differences</li> </ol> <p><b>Drug &amp; Alcohol Education:</b> <b>Smoking</b></p> <ol style="list-style-type: none"> <li>Why people smoke</li> </ol>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>2 hours per week.</b> <b>1 hour to be to be REAL PE</b> <b>1 hour to be a sport/ discipline linked to competition timetable.</b></p> <p><b>REAL PE SCHEME OF WORK</b> Unit 1-Personal skills: weeks 1-6. Unit 2- Social skills: Weeks 7-12. Unit 3- Cognitive Skills: Weeks 13-18 Unit 4- Creative Skills: Weeks 19-24 Unit 5- Physical Skills: Weeks 25-30 Unit 6- Health and Fitness: Weeks 31-36</p>

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Computing	R.E	PHSE (Following SPPS Program)	Physical Education
		<ul style="list-style-type: none"> <li>2. Physical effects of smoking</li> <li>3. Smoking and Society</li> </ul>	<p><i>(These units do not need to be taught in this order, it is best to start with Personal and then move on. If you feel the children need lots of work on Social or Creative skills then work through the lessons in all the units but keep the focus on the skill which you choose.)</i></p> <p><b><u>SPORT/DISCIPLINE UNITS/SCHEMES OF WORK.</u></b></p> <p><i>(These should be taught in line with the competition calendar which will be issued at the start of each school year.)</i></p> <p><b>Dance-1, 2, 3. Follow SOW- in the year 3 folder along with this document. 18 lessons total.</b></p> <p><b>Gymnastics-1, 2, 3. Follow SOW- in the year 3 folder along with this document. 18 lessons total.</b></p> <p><b>Games-1, 2, 3. Follow SOW- in the year 3 folder along with this document. 18 lessons total.</b></p>

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NON CORE SUBJECTS: PART 3 OF 3	
Music	MFL
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that at least one module from the <a href="#">Niveau Bleu Scheme</a> is completed each half term. See <a href="#">Fronter, Curriculum Entrance Hall, Modern Foreign Languages</a> for resources</li> </ul> <p> <b>Autumn 1:</b> Niveau Bleu Scheme Y3: Module 1      <b>Autumn 2:</b> Niveau Bleu Scheme Y3: Module 2  <b>Spring 1:</b> Niveau Bleu Scheme Y3: Module 3      <b>Spring 2:</b> Niveau Bleu Scheme Y3: Module 4  <b>Summer 1:</b> Niveau Bleu Scheme Y3: Module 5      <b>Summer 2:</b> Niveau Bleu Scheme Y3: Module 6         </p> <ul style="list-style-type: none"> <li>• Niveau Units and statutory objectives can be consolidated by using <a href="#">Rigolo Scheme</a> free from LGfL, MFL section <a href="https://showcase.lgfl.org.uk/Summary_page/Content/rigolo.aspx">https://showcase.lgfl.org.uk/Summary_page/Content/rigolo.aspx</a></li> </ul> <p> <a href="#">Rigolo 1- Y3</a>            Unit 1- Bonjour                                      Unit 2- En classe                                      Unit 3- Mon Corps            Unit 4- Les Animaux                                      Unit 5- La Famille                                      Unit 6- Bon Anniversaire         </p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>