



Year 3: Predator! Curriculum Coverage

Art and Design KS2

2	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
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Computing KS2

2	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
3	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
4	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.
5	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
6	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.
7	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and Technology KS2

Design

2	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
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Make

1	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
2	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.

English Lower LKS2

Reading Comprehension

1a	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
1b	Read books that are structured in different ways and read for a range of purposes.
1c	Use dictionaries to check the meaning of words that they have read.
1f	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
1g	Discuss words and phrases that capture the reader's interest and imagination.
2a	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
2b	Ask questions to improve their understanding of a text.
2d	Predict what might happen from details stated and implied.
2e	Identify the main ideas drawn from more than one paragraph and summarise these.
2f	Identify how language, structure, and presentation contribute to meaning.

3	Retrieve and record information from non-fiction.
4	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Spoken Language	
1	Listen and respond appropriately to adults and their peers.
2	Ask relevant questions to extend their understanding and knowledge.
3	Use relevant strategies to build their vocabulary.
4	Articulate and justify answers, arguments and opinions.
5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8	Speak audibly and fluently with an increasing command of Standard English.
9	Participate in discussions, presentations, performances, role play, improvisations and debates.
10	Gain, maintain and monitor the interest of the listener(s).
11	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12	Select and use appropriate registers for effective communication.
Writing: Composition	
1a	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
1b	Discuss and record ideas.
2a	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
2b	Organise paragraphs around a theme.
2c	In narratives, create settings, characters and plot.
2d	In non-narrative material, use simple organisational devices [for example, headings and sub-headings].
3a	Assess the effectiveness of their own and others' writing and suggest improvements.
3b	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
4	Proof-read for spelling and punctuation errors.
5	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Handwriting	
1	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
2	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing: Transcription (spelling)	
5	Use the first two or three letters of a word to check its spelling in a dictionary.
Geography KS2	
Human and Physical Knowledge	
1	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
2	Describe and understand key aspects of 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.
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.Geographical Skills and Fieldwork	

1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
3	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.
Mathematics Yr3	
Statistics	
1	Interpret and present data using bar charts, pictograms and tables.
2	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
PE KS2	
1	Use running, jumping, throwing and catching in isolation and in combination.
2	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.
6	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Personal, Social and Health Education KS2	
Developing a Healthy, Safer Lifestyle	
3b	Recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
Breadth of opportunities	
5b	Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].
5f	Develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters].
Science Yr3	
Working Scientifically	
1	Ask relevant questions and using different types of scientific enquiries to answer them.
2	Set up simple practical enquiries, comparative and fair tests.
Plants	
1	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
2	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.
3	Investigate the way in which water is transported within plants.
Rocks	
2	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Working Scientifically	
3	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

4	Gather, record, classify and present data in a variety of ways to help in answering questions.
5	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
6	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
8	Identify differences, similarities or changes related to simple scientific ideas and processes