

SMSC Subject Mapping Year 3

Spiritual	<ul style="list-style-type: none"> • I can talk about other people’s beliefs • I can understand what fascinates me and talk about it with others • I can ask ‘why’ questions • I can see wonder in the world 		
Science	English	RE	PSHE
<p>Know how to ask relevant scientific questions.</p> <p>Know how to use observations and knowledge to answer scientific questions.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p> <p>Know about the skeletal system of a human.</p> <p>Know about the muscular system of a human.</p> <p>Know about the purpose of the skeleton in humans and animals.</p> <p>Know how changes to an environment could endanger living things.</p> <p>Know how fossils are formed.</p> <p>Know and demonstrate how a shadow is formed.</p> <p>Explore shadow size and explain the changes.</p> <p>Know about and describe how objects move on different surfaces.</p> <p>Know how some forces require contact and some do not, giving examples.</p> <p>Know about and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Know about and describe how objects move on different surfaces.</p> <p>Know how some forces require contact and some do not, giving examples.</p> <p>Know how to use findings to report in different ways, including oral and written explanations, presentation.</p> <p>Know how to draw conclusions and suggest improvements.</p> <p>Know the danger of direct sunlight and describe how to keep protected.</p>	<p>Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.</p> <p>Identify sections of a text needed to read carefully in order to find specific information or answer the question.</p> <p>Clarify their understanding of events, ideas and topics by asking questions about them.</p> <p>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.</p> <p>Compare and contrast similar styles of writing by the different authors.</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>Can take part in a debate or topical issue and confidently share their point of view.</p>
	Maths	DT	Music
	<p>Using logic and reasoning</p> <p>Asking questions and wondering why</p>	<p>Creating a space for reflection through the making of wind chimes.</p>	<p>Know how to use musical vocabulary to describe a piece of music and compositions.</p>
	History	Geography	PE
	<p>Know how a key event from the past is linked to the present.</p>	<p>Know why people may choose to live in or carry out activities in one place rather than another.</p>	<p>Use and develop pathways and direction in dances.</p> <p>Improvise and translate ideas from a stimulus into movement.</p>
	Computing	Art and Design	MFL
	<p>Turn a simple real-life situation into an algorithm for a program showing how this translates into code.</p>	<p>Know how to identify the techniques used by different artists. Know how to show facial expressions in my art.</p>	<p>Ask an appropriate question.</p>

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Moral	<ul style="list-style-type: none"> • I can choose between what is right and wrong • I can understand the consequences of my choices and actions • I can learn about other people’s ideas from the wider world 		
PSHE	RE	Science	Computing
<p>Can identify their strengths and suggest areas for improvement.</p> <p>Can identify strategies to resolve conflicts.</p> <p>Can recognise bullying in all its forms.</p> <p>Can identify the consequences of teasing, bullying and discrimination.</p> <p>Can explain why rules and laws are needed in different situations.</p> <p>Can identify that people have basic human rights and they are there to protect everyone.</p> <p>Can identify the consequences of aggressive and harmful behaviours.</p> <p>Can explain strategies for getting support for themselves or others at risk.</p> <p>Can identify the different rights and responsibilities at school, home and community and the skills they need.</p>	<p>Make connections between stories of temptation and why people can find it difficult to be good. (RW)</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Discuss their own and others’ ideas about how people decide right and wrong.</p> <p>Discuss their own and others’ ideas about why humans do bad things and how they try to put things right.</p>	<p>Know how to set up a fair test and explain why it fair.</p> <p>Know how to set up a simple enquiry to explore a scientific question.</p> <p>Make careful and accurate observations, including the use of standard units.</p> <p>Know how to use equipment, including thermometers and data loggers to make measurements.</p> <p>Gather, record, classify and present data in different ways to answer scientific questions.</p> <p>Know how to use diagrams, keys, bar charts and tables; using scientific language.</p> <p>Know how to make a prediction with a reason.</p> <p>Know how to identify differences, similarities and changes related to an enquiry.</p> <p>Know about the importance of a nutritious, balanced diet.</p> <p>Predict whether magnets will attract or repel and give a reason.</p>	<p>Know the importance of having a secure password and not sharing this with anyone else.</p> <p>Explain the negative implications of failure to keep passwords safe and secure.</p> <p>Understand the importance of staying safe and the importance of my conduct when online.</p> <p>Know more than one way to report unacceptable content/contact.</p> <p>Follow the school’s safer internet rules.</p> <p>Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.</p> <p>Identify when emails should not be opened and when an attachment may not be safe.</p> <p>Explain and demonstrate how to use email safely.</p> <p>Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy.</p>
History	PE	English	Maths
<p>Describe events from the past using dates when things happened and appropriate vocabulary.</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Know about some of the things that the Greeks gave the world.</p> <p>Know about and can talk about the struggle between the Athenians and the Spartans.</p>	<p>Know and use rules fairly.</p> <p>Compare and contrast gymnastic sequences.</p> <p>Use clues to follow a route.</p> <p>Adapt sequences to suit different types of apparatus and criteria.</p>	<p>Know what makes a healthy and balanced diet.</p> <p>Follow a step-by-step plan, choosing the right equipment and materials.</p> <p>Design a product and make sure that it looks attractive.</p> <p>Choose a material for both its suitability and its appearance.</p>	<p>Considering other people’s ideas and needs. Using maths to solve problems fairly.</p>
Geography	Art and Design	Music	MFL
<p>Know why people may choose to live in or carry out activities in one place rather than another.</p>	<p>Know how to improve my work over a period of time.</p> <p>Urban artwork – Banksy</p> <p>Know how to express an opinion on pieces of art- is all graffiti art illegal.</p>	<p>Know how to improve my work; explaining how it has been improved.</p>	<p>Using appropriate/inoffensive words.</p>

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Social	<ul style="list-style-type: none"> • I can care about myself and other people • I can work with and respect other people • I can talk about fundamental British values 		
PSHE	RE	English	Science
<p>Can identify what affects their physical and mental health.</p> <p>Can understand what a balanced diet includes.</p> <p>Can recognise what might influence our choices to have a 'balanced lifestyle'.</p> <p>Can use strategies to help manage their emotions.</p> <p>Can communicate their feelings to others.</p> <p>Can identify skills to maintain and form good relationships. Can identify the difference between a healthy and an unhealthy relationship.</p> <p>Can recognise different types of relationships.</p> <p>Can understand that their actions affect themselves and others.</p> <p>Can recognise the risks associated with 'keeping a secret.'</p> <p>Can work collaboratively and co-operatively.</p> <p>Can demonstrate that they can be kind and respectful to others.</p> <p>Can name and identify a range of feelings.</p> <p>Can listen to others' points of view and respond appropriately.</p> <p>Can take part in a debate or topical issue and confidently share their point of view.</p>	<p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>	<p>To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.</p> <p>Discuss with others why they like particular books or authors, giving reasons.</p> <p>Sustain their reading for enjoyment and to identify their personal preferences.</p> <p>Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.</p> <p>Begin to plan and draft for a range of purposes and audiences.</p>	<p>Compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>Know about and explain the difference between sedimentary, metamorphic and igneous rock.</p> <p>Know and demonstrate how a shadow is formed.</p> <p>Explore shadow size and explain the changes. Know the danger of direct sunlight and describe how to keep protected.</p> <p>Know about and describe how objects move on different surfaces.</p> <p>Know how some forces require contact and some do not, giving examples.</p> <p>Know about and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Predict whether objects will be magnetic and carry out an enquiry to test this out.</p> <p>Predict whether magnets will attract or repel and give a reason.</p>
	Maths	Computing	PE
	<p>Talking about and discussing answers</p> <p>Justifying and explaining answers</p> <p>Solving problems and collaborative learning</p>		<p>Follow a route and complete a team challenge safely.</p> <p>Share and create phrases with a partner and small group in unison.</p>
	History	Music	Geography
	<p>Describe events from the past using dates when things happened and appropriate vocabulary.</p> <p>Be able to describe what a typical day would have been like for a Stone Age man, woman or child.</p>	<p>Know how to use musical vocabulary to describe a piece of music and compositions.</p>	<p>Know why people are attracted to live in cities.</p>
	Design Technology	MFL	Art and Design
	<p><i>Know what makes a healthy and balanced diet.</i></p>	<p>Join in with songs and rhymes. Respond to a simple command. Answer with a single word. Answer with a short phrase.</p>	<p>Know how to use IT to create art which includes my own work and that of others. Know how to improve my work over a period of time.</p>

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Cultural	<ul style="list-style-type: none"> • I can be proud of who I am and where I come from • I can learn about and respect other people's cultures in the UK and the wider world • I can take part in wider life experiences and opportunities 			
RE	History	Geography	PSHE	
<p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week / Easter Sunday.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Research to find answers to specific historical questions about our locality e.g. Arboretum Park – the first public park.</p> <p>Know how our locality today has been shaped by what happened in the past.</p> <p>Know about how a famous Ancient Greek influenced the world.</p> <p>Know about some of the things that the Greeks gave the world.</p> <p>Know that the Greeks were responsible for the birth of the Olympics.</p> <p>Know that the Greek Gods were an important part of Greek culture.</p> <p>Know what people learnt from Stone Aged paintings.</p> <p>Be able to describe what a typical day would have been like for a Stone Age man, woman or child.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Know why people may choose to live in or carry out activities in one place rather than another.</p> <p>Know the geographical similarities and differences between a city in the UK and a European country.</p> <p>Know why people are attracted to live in cities.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.'</p> <p>Identify how to recognise and challenge stereotypes.</p> <p>Understand what being part of a community means and the local and national groups that support them. Can appreciate the range of identities in the UK.</p> <p>Demonstrate respect and show tolerance towards people different from themselves.</p> <p>Can identify and demonstrate strategies to resolve differences.</p> <p>Can identify groups to which they belong.</p> <p>Famous and significant people, places, events and achievements.</p>	
		English	Science	Design Technology
		<p>Identify themes and conventions from a wide range of texts.</p> <p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>
		Maths	Music	
<p>Understanding cultural differences in maths</p> <p>The use of pattern and number in art and design</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Know how to recognise the work of at least one famous composer.</p> <p>Know how to use musical vocabulary to describe a piece of music and compositions.</p> <p>Famous and significant people, places, events and achievements.</p>			
Computing	PE	MFL	Art and Design	
<p>Famous and significant people, places, events and achievements.</p>	<p>Famous and significant people, places, events and achievements.</p>	<p>Celebrate and share community languages.</p> <p>Other countries that speak French.</p> <p>Famous and significant people, places, events and achievements.</p>	<p>Know how to compare the work of different artists and recognise when art is from different cultures and historical periods.</p> <p>Know where food and ingredients come from.</p> <p>Famous and significant people, places, events and achievements.</p>	