

Science

Forces

To notice contact and non-contact forces and recognise similarities and differences.[]

To begin to understand what a force is.

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.

To describe how magnetic forces act at a distance.

To predict whether two magnets will attract or repel each other, depending on which poles are facing.[]

To describe magnets as having two poles.[]

To ask relevant questions and use different types of scientific enquiry to answer them, including comparative and fair tests.[](Working Scientifically)

To identify differences, similarities or changes related to simple scientific ideas and processes.[](Working Scientifically)

To use results to draw simple conclusions, suggest improvements and ask new questions. [](Working Scientifically)

To gather, record, classify and present data in a variety of different ways to help answer questions.

(Working Scientifically)

To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables.[](Working Scientifically)

To make systematic and careful observations and record accurate measurements using standard units.[]

(Working Scientifically)

Lights and shadows.

To recognise and understand the properties of light.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

To ask relevant questions and use different types of scientific enquiry to answer them, including comparative and fair tests. (Working Scientifically)

To gather, record, classify and present data in a variety of different ways to help answer questions. (Working Scientifically)

To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables. (Working Scientifically)

Geography

UK and Europe

Geographical skills and field work

I can use various sources to identify different locations around the world

I can follow a structure for presenting fieldwork investigations and findings

Human and physical geography

I can explain the importance of ports and the role they play in trade and distributing resources around the world

Responsibility

I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future

Music

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)

Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

Art

Making skills: Craft, design, materials and techniques

I can make art from recycled materials, create sculptures, print and create using a range of materials

Colour

I can mix, apply colour using natural pigments

Making skills: Drawing

I can draw using different media

Making skills: Painting

I can paint with expression, analysing painting by artists

Knowing and applying formal elements: Colour

I can analyse and describe colour and painting techniques in artists work

Knowing and applying formal elements: Tone•I can use a variety of tones to create different effects

Knowing and applying formal elements: Form

I can further develop my ability to describe and model form in 3D using a range of materials

Knowing and applying formal elements: Line•I can apply symmetry to draw accurate shapes•I can analyse and describe how artists use line in their work

Knowing and applying formal elements: Shape

I can analyse and describe the use of shape in artists' work

I can further develop my ability to describe a 3D form in a range of materials, including drawing

Knowing and applying formal elements: Texture

I can use a range of materials to express complex textures

Knowledge of artists and designers

I have an understanding of significant artists throughout history and am able to link my work to them

I can explain the historical or cultural significance of the work of a chosen artist or art form

Sketchbooks•I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

Creating original artwork; Identify similarities and differences to others' work; Reflecting

I can discuss my own and others' work using an increasingly sophisticated use of art language

Evaluating their own work

I can compare ideas, methods and approaches used in my own artwork and the work of others

Design and Technology

Textiles - Cushions

I can identify a design criteria.

I am able to develop a design through discussion and annotated sketches to add detail to my designs.

I can think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.

I can prove that my design meets some set criteria and evaluate how well it works.

I can sew cross stitch to join fabrics.

I can decorate fabric using applique.

R.E. 7-9 Judaism

Theology Social Sciences

I can talk about agreements I have made and say why they are important.

(Bridge Concept: Special relationships)

I can share why Abraham is important to Jewish people and talk about his commitment and trust in God

I can apply this knowledge to the enquiry question

I can share how Jews can commit to each other through marriage

I can apply this knowledge to the enquiry question

I can share how Jewish believers try to lead a good life through doing good in the world

I can apply this knowledge to the enquiry question

I can give you examples of things I do to live a good life and explain which ones are more or less important to me

I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways

I can express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons

I can explain how I choose different ways to live out my understanding of a good life and how I might improve this further

History

Anglo Saxons and Vikings

I can explain where the Anglo Saxons came from and why they invaded Britain. Hierarchy and power

I know that the Scots were people that invaded Northern Britain from Ireland which resulted in the formation of Scotland. Conflict and disaster

I know why the Vikings invaded Britain and why they were so successful. Conflict and disaster/ Hierarchy and power

I can explain the struggle between the Anglo Saxons and the Vikings from the kingdom of England. Conflict and disaster

Vicious Vikings

MFL—In the Classroom

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

Computing

Stop Frame Animation

Select, use and combine a variety of software on a range of devices

Understand how to create and edit content using IT

Use editing tools such as copy and paste to create content.

Evaluate work produced

Jigsaw

Changing me

To be able to explain how boys' and girls' bodies change on the inside/outside during the growing up process and can explain why these changes are necessary so that your bodies can make babies when you grow up.

Relationships

To be able to explain how your life is influenced positively by people you know and also by people from other countries.

P.E.

Athletics

To show control, accuracy and coordination within running and jumping movements at different speeds

To be able to take part in a relay, remembering when to run and how to work within a team

Tennis

To be able to throw and catch with control

To be able to serve underarm

To be able to build up a rally

Summer – Anglo Saxons and Vikings
Yr 3 Forces, Lights and Shadows
UK/Europe Responsibility – sustainable energy
Anglo Saxons and Vikings
Animation Y3
Craft
Year 3 – Textiles: cushions
Learning more about musical styles Y3 Recognising different sounds Y3
<u>Athletics Tennis</u>
Y3 Unit 3.3 – Sacred Places
Changing Me Relationships
In The Classroom (I)