

Art & Design

- Use journals to collect and record visual information from different sources.
- **Lines and Marks** - make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Select from first hand observation, experience and explore ideas for different purposes.
- Make thoughtful observations about starting points and select ideas to use in their work.
- Compare ideas in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work by describing how they might develop it further.

Music

- Sing in 2 parts understanding how to work together in a group using good diction.
- Consider that words mean something and project the meaning of the song.
- Learn to play a new instrument, treat it with respect and care and play it correctly.
- Respond to musical cues of the conductor.
- Sing, Play and Copy back – clapping progressing to using instruments.
- Find the pulse, the steady beat to the music they are listening to and understand what that means.
- Identify basic musical styles from different times and traditions and the instruments played (e.g. RnB, Rock, Pop, Reggae, Film, Musicals, Disco, Funk etc.)
- Use accurate musical language to describe and talk about music from different contexts within history.
- Play more confidently as part of a group by ear and with basic notation.
- Perform what they have learnt to other people.
- Practise, rehearse and present performances with awareness of the audience.

Computing

Programming

Control a device or program through a series of commands (algorithms).
Keep testing my program and can recognise when I need to debug it.
Use repetition in programs to write code using the least number of lines and improve efficiency.

Digital Literacy

Understand that a keyboard is an input device.
Understand that the movement of a character on screen is the output.
Use school email system to communicate with others online.

Online Safety

Understand that emails/messages have to be sent to a specific address and emails from unknown sources should not be opened.



Year 3 Brilliant Britain

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

History

Stone Age to Iron Age

- Sequence several events (including previously taught topics) on a timeline using dates, including those that are sometimes further apart..
- Understands timelines can be divided into BC and AD.
- Compare similarities and contrast differences of how things have changed over the Three Ages e.g. tools, homes
- Use a range of evidence sources to describe, reason and infer about the Three Ages.
- Know the difference between primary and secondary sources of evidence and understand why there is a lack of primary sources for the Three Ages
- Demonstrate a more in-depth understanding of what life was like during the Stone Age period and how it changed when man started to farm.
- Explore how life changed leading into the Iron Age and recognise characteristics of the Iron Age hill fort community.
- Explore why Stone Age Britons spent most of their time living in camps rather than in caves?
- Based on sources of evidence, develop informed conclusions as to why Stonehenge was built (Bronze Age) recognising the difference between historical facts and historical supposition (myths/assumptions)
- Regularly address and sometimes devise own questions to find out answers about the past e.g. how did developments in the iron age improve quality of life?
- Describe and explain the significance of Skara Brae to archaeologists' in their understanding of how Ancient Britons lived during the Stone Age.
- Present and summarise findings about past through simple written narratives, diaries, speeches and letters
- Use a variety of historical terms and concepts- similarities, differences, timeline, historical event, modern, artefact, historian, significant, BC/AD, decade, century, ancient, research, evidence, archaeologist

Modern Languages

Bonjour

- Understand, read and write simple greetings phrases.
- Ask and say how they are feeling.
- Link words to create simple sentences.
- Take part in a simple French conversation with a partner.

En Classe

- Identify and name classroom objects.
- Begin to describe classroom objects using colour adjectives.
- Understand a range of verb phrases linked to classroom instructions.
- Say how old they are and ask others.

- Answer simple questions.
- Begin to understand masculine and feminine nouns.
- Recognise sounds within words.
- Use accurate pronunciation.

Design and Technology

- Develop vocabulary related to the product
- Use mechanical systems such as levers and linkages
- Use lolly sticks/card to make levers and linkages
- Use linkages to make movement larger or more varied
- Create a design that meets a range of requirements
- Plan a sequence of actions to make a product
- Think ahead about the order of their work and decide upon tools and materials
- Propose realistic suggestions as to how they can achieve their design ideas
- Select from a range of tools for cutting shaping joining and finishing
- Cut slots
- Investigate similar products to the one to be made to give starting points for a design
- Decide which design idea to develop
- Consider and explain how the finished product could be improved

PSHE-& RHE

Democracy

Respect & Communication

Self-Confidence & Esteem

As a Rule

Explain why we have rules;

Explore why rules are different for different age groups, in particular for internet-based activities;

Suggest appropriate rules for a range of settings;

Consider the possible consequences of breaking the rules.

Me and My Relationships & Valuing Differences

Respect & Communication

Looking after our special people

Identify people who they have a special relationship with;

Suggest strategies for maintaining a positive relationship with their special people.

Friends are special

Identify qualities of friendship;

Suggest reasons why friends sometimes fall out;

Rehearse and use, now or in the future, skills for making up again.

Anti-Bullying

Zeb

Understand and explain some of the reasons why different people are bullied;

Explore why people have prejudiced views and understand what this is.

Physical Education

Games

- Pass a ball using a chest pass.
- Receive a ball from a chest pass and keep control.
- Dribble a ball with control and consistency.
- Keep possession of the ball in simple competitive games.
- Throw underarm with accuracy.
- Catch a ball in a striking and fielding game.
- Bowl underarm.
- Strike a bowl from a tee, drop feed or bowler.
- Use simple tactics in a modified competitive game.
- Evaluate success

Dance

- Explore the Rock and Roll dance genre.
- Perform a range of Rock and Roll dance actions individually and with a partner.
- Link Rock and Roll steps in a simple dance phrase with a partner.
- Create, record, perform and repeat own dance phrase for an audience.
- Evaluate success.

Gymnastics

- Travel with control on 4 body points.
- Balance with stillness on 2 and 3 body points.
- Link actions smoothly.
- Create and perform a floor sequence of 6 actions including travel, balance, rolling, jumping and balance on small body parts.
- Evaluate success

Science

Rocks Knowledge

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Maths link)
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Skills

- Explore / observe things in the local environment / real contexts and record observations
- Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects
- Within a group suggest relevant questions about what they observe and about the world around them.
- Within a group suggest questions that can be explored, observed,
- As a group, begin to make some decisions about the best way of answering their question.
- Find/suggest a practical way to compare things *e.g. rocks,*
- Collect data from their own observations and measurements using notes/ simple tables/standard units
- Use equipment accurately to improve the detail of their measurements/observations
- (*microscopes, measuring syringes, measuring cylinders, hand lenses*)
- Record and present findings using simple scientific language and vocabulary from the year 3 PoS *including discussions, oral and written explanations, notes, annotated drawings, pictorial representations, labelled diagrams, simple tables, bar charts (using scales chosen for them), displays or presentations*

Plants, Animals, including humans Knowledge (seasons week)

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Skills

- Observe and record relationships between structure and function.
- Ask questions such as 'What if we tried...?' Or 'What if we changed...?'
- Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.
- Use their experience and some evidence or results to draw a simple conclusion to answer their original question.
- Compare and contrast and begin to consider the relationships between different things (*e.g. structures of plants, functions of plant parts, changes over time*)

RE

Religious Education *British Values link

Christianity Jesus

- understand why Christmas is such an important celebration for Christians.
- understand the significance of the gifts the wise men brought to baby Jesus.
- describe the main events of the Nativity story.
- Know why people in the past brought greenery into their homes during the winter.
- explain how the Christmas tree was made popular in Britain.
- explain why people give and receive presents at Christmas.
- know when the 12 days of Christmas are.
- describe some of the traditions associated with the 12 days of Christmas.
- reflect on what Christmas means to them individually as well as other people around the world.

Islam

- develop and understanding of the importance of founders and leaders for religious communities
- identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
- describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)
- describe and give reasons for the Islamic practice of Zakah
- suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable
- identify characteristics of a good role model
- discuss how good role models can have a positive impact on individuals, communities and societies*
- reflect on their own aspirations for themselves and others*
- ask questions and suggest answers about how they can try to make the world a better place*