

Year 3 Term 1

History - Would you prefer to live in the Stone age, Bronze age or Iron age?

I can understand that prehistory was a long time ago.
 I can accurately place AD and BC on a timeline.
 I can identify conclusions that are certainties and possibilities based on archaeological evidence.
 I can explain the limitations of archaeological evidence.
 I can use artefacts to make deductions about the Amesbury Archer's life.
 I can identify gaps in my knowledge of the Bronze Age.
 I can explain how bronze was better than stone and how it transformed farming.
 I can explain how trade increased during the Iron Age and why coins were needed.
 I can identify changed and continuities between the Neolithic and Iron Age periods.
 I can explain which period they would prefer to have lived in, providing evidence for my choice.

Computing- Computing systems and networks: connecting computers

I can explain how digital devices function.
 I can identify input and output devices.
 I can recognise how digital devices can change the way that we work.
 I can explain how a computer network can be used to share information.
 I can explore how digital devices can be connected.
 I can recognise the physical components of a network.

Science - Animals: Movement and Nutrition

I can recall the three key functions of the skeleton.
 I can describe a vertebrate, invertebrate, endoskeleton and exoskeleton, and use this information to group animals.
 I can identify and name the skull, spine, ribs and pelvis on a diagram.
 I can recall that muscles cause a movement by shortening and pulling on a bone, some of which we control consciously.
 I can recall that animals, including humans, need to eat to survive.
 I can describe some examples of how energy is used by the body and make comparisons about the energy demands between people.
 I can list some of the 7 nutrient groups, name foods that are good sources of nutrient groups, and describe what they are needed for in the body.
 I can compare two different meals and explain which is more balanced by nutrient groups, and comment on the relevant proportions.
When working Scientifically:
 I can record measurements of different bones and use the data to sort them into size order.
 I can describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movements to muscles in the arm.
 I can find relevant data on food packaging and make numerical comparisons.

RE – People of God: What is it like to follow God?

I can make clear links between the story of Noah and the idea of the covenant.
 I can make clear links between the story of Abraham and the concept of faith.
 I can make simple link between promises in the story of Noah and promises that Christians make at a wedding ceremony.
 I can make simple links between People of God and how some Christians chose to live in their whole lives and in their church communities.
 I can make links between the story of Noah and how we live in the school and the wider world.

PE – Football

I am beginning to use simple tactics.
 I am learning the rules of the game, and I am beginning to use them to play honestly and fairly.
 I can dribble, pass, receive and shoot the ball with some control.
 I can find space away from others and near to my goal.
 I can provide feedback using key words.
 I can track an opponent to slow them down.
 I understand my role as an attacker and as a defender.
 I work co-operatively with my group to self-manage games.

PSHE - Family and Relationships

I understand that families are all different.
 I know that families offer each other support but sometimes they can experience problems.
 I understand that problems occur in friendships and that violence is never right.
 I understand what bullying is and what to do if it happens.
 I can describe what a good listener is and know how to show that I am listening.
 I can say who I trust and why.
 I understand that people can have similarities and differences, and explain how differences can be a positive thing.
 I understand how toys can reinforce gender stereotypes.
 I understand that stereotypes arise from a range of factors, including some of those associated with age.

PE – Dance

French: Greetings

I can look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
 I can begin to recognise how some sounds are represented in written form.
 I can link actions or pictures to the new language, both in spoken and written form.
 I can imitate the pronunciation of sounds.
 I can take turns to speak and use appropriate intonation.

Art- Drawing: Growing Artists

I know the difference between organic and geometric shapes.
 I can use simple shapes to form the basis of a detailed drawing.
 I can use shading to demonstrate a sense of light and dark in my work.
 I can shade with a reasonable degree of accuracy and skill.
 I can blend tones smoothly and follow the four shading rules.
 I can collect a varied range of textures using frottage.
 I can use tools competently and am willing to experiment.
 I can generate ideas mostly independently and make decisions to compose an interesting frottage image.
 I can make considered cuts and tears to create my ideas.
 I understand how to apply tone, with some guidance about where to use it.
 I can draw a framed selection of an image onto a large scale with some guidance.
 I can try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

British Values Focus: Respect and Tolerance