



# Tenterden Primary Federation

## Year 3 Term 2



### **Geography - Why do people live near volcanoes?**

- I can name all four layers of the Earth in the correct order, stating one fact about each layer.
- I can explain one or more ways a mountain can be formed and give an example of a mountain range, including its continent.
- I can describe a tectonic plate and know that mountains occur along plate boundaries.
- I can correctly label the features of shield and composite volcanoes, and explain how they form.
- I can name three ways in which volcanoes can be classified and describe how volcanoes form at tectonic plate boundaries.
- I can explain a mix of negative and positive consequences of living near a volcano, and I can state whether I would want to live near a volcano.
- I know that an earthquake is caused when two plate boundaries move and shake the ground, and can explain that earthquakes happen along plate boundaries.
- I can list some negative effects that an earthquake can have on a community,
- I can observe and map different rocks using a symbol on a map.
- I can identify rock types and their origins based on collected data.

### **Science - Forces and Magnets**

- I can identify examples of pushes, pulls and twists. I can define a force including describing, naming and classifying contact and non-contact forces.
- I can describe the relationship between friction and the roughness of a surface. I can identify examples of friction being useful or not.
- I can predict attraction and repulsion between like and opposite poles. I can identify examples of magnetic and non-magnetic materials. I can name some examples of types of magnet and compare their strengths. I can describe some examples of the uses of magnets.

### **DT- Cooking and Nutrition: Eating Seasonally**

- I can explain that fruits and vegetables grow in different countries based on their climates.
- I can understand that 'seasonal' fruits and vegetables are those that grown in given seasons and taste best then.
- I know that eating seasonal fruit and vegetables has a positive effect on the environment.
- I can design a tart / pie recipe using seasonal ingredients.
- I can understand the basic rules of food hygiene and safety.
- I can follow the instructions within a recipe.

### **Music- Pentatonic melodies and composition**

- I can match my movement to the music, explaining why I chose these movements.
- I can accurately notate and play a pentatonic melody.
- I can play my part in composition confidently.
- I can work as a group to perform a piece of music.

### **Computing- Creating media: Stop-frame animation**

- I can explain that animation is a sequence of drawings or photographs.
- I can relate animated movement with a sequence of images.
- I can plan an animation.
- I can identify the need to work consistently and carefully.
- I can review and improve an animation.
- I can evaluate the impact of adding other media to an animation.

### **PSHE - Health and Wellbeing**

- I can create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.
- I can work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.
- I understand the different aspects of my identity.
- I can identify my own strengths and that I can help other people.
- I can describe how I would break a problem down into small, achievable goals.
- I understand the benefits of healthy eating and dental health.

### **RE – Incarnation: What is the Trinity?**

- I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- I can offer suggestions about what texts about baptism and Trinity might mean.
- I can give examples of what these texts mean to some Christians today.
- I can describe how Christians show their beliefs about God the Trinity in worship and in the way they live.
- I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what the God of Christianity is like.

### **PE – Tag Rugby**

- I am learning the rules of the game and I am beginning to use them to play honestly.
- I can communicate with my team and move into space to help them.
- I can defend an opponent and attempt to tag them.
- I can move with a ball towards the goal with increasing control.
- I can pass and receive the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

### **PE – Dodgeball**

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games

### **French: Adjectives of colour, size and shape**

- I can listen carefully to build correct sequences of three to four blocks.
- I can show understanding by correctly identifying a described shape.
- I can recognise cognates.
- I can use please and thank you.
- I can listen carefully to instructions.
- I can describe some of the shapes in my work.
- I can listen and then select the correct decoration according to its colour.
- I can use software to produce artwork in the style of Matisse.

British Values Focus: Individual Liberty