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 us to share information.
I can explore how digital devices can be connected.
I can recognise the physical components of a network.

British Values Focus: Respect and Tolerance

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.

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.

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.

PE – Dance

I am respectful of others when watching them perform.
I can provide feedback using key words.
I can repeat, remember and perform a dance phrase.
I can use counts to keep in time with and partner and group.
I can use dynamic and expressive qualities in relation to an idea.
I can work with a partner and in a small group, sharing ideas.
I can create short dance phrases that communicate an idea.