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 schedules 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.

British Values Focus: Individual Liberty

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.