



Tenterden Primary Federation

Year 3 Term 1



History - How have children's lives changed?

I can make observations and deductions from sources.
I can suggest how children's lives have changed and explain why children needed to work.
I can explore children's experiences on board the Titanic.
I can identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
I can identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
I can use sources to identify leisure activities and compare them over time.
I can identify diseases from the past and discuss how effective the treatments were.

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.

Music- Creating compositions for an animation

I can verbalise how the music makes me feel.
I can create actions or movements appropriate to each section of a piece of music.
I can play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
I can play melodies and rhythms which represent the section of animations they are accompanying.

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.

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.

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 – Fundamentals

I am able to jump and turn a skipping rope.
I can change direction quickly.
I can identify when I was successful.
I can link hopping and jumping actions.
I demonstrate balance when performing other fundamental skills.
I understand how the body moves differently at different speeds.
I understand why it is important to warm up.

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.

British Values Focus: Respect and Tolerance