

Music	Key Skills
Singing	<p>I can explore and comment on the way sounds can be used expressively; listen to and begin to respond to music drawn from different traditions.</p> <p>I can sing a tune with expression; sing in unison, becoming aware of pitch and volume; think about others while performing.</p> <p>I can create repeated patterns with different instruments; I can improve my work; explaining how it has been improved.</p>

RE	Key Skills
Easter	<p>I know why Christians celebrate Easter.</p> <p>I know what Holy week is and what happened on Good Friday.</p> <p>I know what happened on Easter Sunday.</p> <p>I can name some of the symbols associated with Easter.</p>

PE	Key Skills
Invasion Games	<p>Sending & receiving : Explore s and receives abiding by the rules</p> <p>Dribbling: Explore dribbling the ball abiding by the rules of the game and under some pressure.</p>
Gymnastics	<p>I can create interesting point and patches balances.</p> <p>I can develop stepping into shape jumps with control.</p> <p>I can develop the straight, barrel and forward roll.</p> <p>I can transition smoothly into and out of balances.</p> <p>I can create a sequence with matching an d contrasting actions and shapes.</p> <p>I can create a partner sequences incorporating equipment.</p>

Computing	Key Skills
Online safety	<p>I can recognize how a site's fun and interesting features help sell the product.</p>
Programming- Sequence in music-Scratch	<p>I can identify the objects in a Scratch project (sprites, backdrops).</p> <p>I can explain that objects in Scratch have attributes (linked to).</p> <p>I can recognise that commands in Scratch are represented as blocks.</p> <p>I can identify that each sprite is controlled by the commands I choose.</p> <p>I can choose a word which describes an on-screen action for my design.</p> <p>I can create a program following a design.</p> <p>I can start a program in different ways.</p> <p>I can create a sequence of connected commands.</p> <p>I can explain that the objects in my project will respond exactly to the code.</p> <p>I can explain what a sequence is.</p> <p>I can combine sound commands.</p> <p>I can order notes into a sequence.</p> <p>I can build a sequence of commands.</p> <p>I can decide the actions for each sprite in a program.</p> <p>I can make design choices for my artwork.</p>

English
<p>BASE TEXT: The Great Kapok Tree by Lynne Cherry</p> <p>MODEL TEXT: Persuasive letter from the rainforest creatures</p> <p>UNIT FOCUS: Persuasion</p> <p>Outcome To write a persuasive letter.</p> <p>Innovated write: Children will write a persuasive letter from an endangered animal</p> <p>Independent write: Children will write a persuasive letter to the HT and governors to persuade them to become an eco-friendly school by Reducing, Reusing and Recycling.</p>

Year 3 - Spring Term 2

'Ancient Egypt'

Subjects and skills

Maths
We follow the National Curriculum Year 3 Programme of Study in Maths. Topics for this half term include measure, fractions, shape and angles.

Art and Design	Key Skills
Ancient Egyptian Chariots	<p>I generate realistic ideas based on user needs; use a range of drawing skills, discussion and prototypes.</p> <p>I can order the main stages of making; select suitable tools, equipment, materials and components and explain their choices.</p> <p>Follow procedures for safety.</p> <p>I can measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.</p> <p>I can know that materials have functional and aesthetic qualities.</p> <p>Evaluate ideas and products against their design criteria.</p>

Science	Key Skills
Working scientifically	<p>I can investigate a question.</p> <p>I can plan and carry out simple experiments.</p> <p>I can set up a test to compare two things.</p> <p>I can set up a fair test and explain why it is fair.</p> <p>I can draw conclusions and suggest improvements.</p> <p>I can make a prediction with a reason.</p>
Light	<p>I can describe what dark is.</p> <p>I can explain why light is needed in order to see.</p> <p>I can explore and demonstrate how a shadow is formed.</p> <p>I can explore shadow size and explain.</p> <p>I can explain the danger of direct sunlight and describe how to keep protected.</p> <p>I can explain that light is reflected from a surface.</p>

History	Key Skills
Ancient Egypt	<p>I can understand key features of Egyptian society.</p> <p>I can understand the main differences between today and then; understand why the Nile is still so important today.</p> <p>I can research what it was like in a given period of history and present my findings to an audience; analyse actions of people in historical settings.</p> <p>I understand how Ancient Egyptians spent their leisure time.</p>

Languages	Key Skills
French	<p>Recall and write simple words from memory</p> <p>I can introduce and describe myself.</p> <p>I can identify instruments, classroom objects, colours and days of the week.</p> <p>I can name animals.</p> <p>I can use un/une to show gender.</p> <p>I can count up and down from 11 to 20</p> <p>I can write the number when said in French.</p> <p>I can give a name of someone else.</p> <p>I can recall different phrases and use them in a conversation.</p>

PATHS/RSHE	Key Skills
Friendships and getting along with others.	<p>I now how to be safe and happy and how to manage social, academic and .</p> <p>I can problem solve, manage feelings and emotions, knowing that all feelings are ok but not all behaviours are ok.</p> <p>I know the Falcon values and the Golden Rule.</p>