

RE-How are beliefs shaped? Buddhism

I understand and can retell the creation story.
I understand the importance of the Four Noble truths, the Eight Fold Path and the Tripitaka.
I know what Buddhists believe about life after death.

Maths

We follow the National Curriculum Year 3 Programme of Study in Maths. Topics for this half term include place value, addition, subtraction, multiplication, division and problem solving.

Computing—Branching databases

Online Safety (Online relationships)

I can demonstrate how to use key phrases in search engines to gather accurate information online.
I can explain what autocomplete is and how to choose the best suggestion.
I can explain how the internet can be used to sell and buy things.
I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

Branching Databases- I can investigate questions with yes/no answers.

I can make up a yes/no question about a selection of objects.
I can make two groups of objects separated by an attribute.
I can create a group of objects within an existing group.
I can arrange objects into a tree structure.
I can select objects to arrange in a database .
I can group objects using my own yes/no questions.
I can prove my branching database works.
I can create yes/no questions using given attributes.
I can explain that questions need to be ordered carefully to split objects into similarly sized groups.
I can select a theme and choose a variety of objects.
I can create questions and apply them to a tree structure.
I can use my branching database to answer questions.
I can explain what a navigation path is and why they are useful.
I can make multiple web pages and link them using hyperlinks.
I can explain the implication of linking content owned by other people.
I can evaluate the user experience of a website.

English

2 weeks- Short burst writing based on 'The Lost Happy Endings.'
PLOT STRUCTURE: CHARACTER TRANSFORMATION TALE
BASE TEXT: The Great Kapok Tree by Lynne Cherry
MODEL TEXT: Shorter version of The Great Kapok Tree
UNIT FOCUS: Characterisation

Outcome

To write an exciting story based on a character transformation tale plot.

Innovated write:

Children will recycle the plot, changing the setting, problem and animals that visit the MC.

Independent write:

Children will write their own character transformation tale.

Science-Working Scientifically

I can ask relevant scientific questions.
I can use observations and knowledge to answer scientific questions.
I can set up a test to compare two things.
I can set up a fair test and explain why it is fair.
I can draw conclusions and suggest improvements.
I can make a prediction with a reason.

Science-Forces and Magnets

I can explain how some forces require contact and some do not, giving examples.
I can explore and explain how objects attract and repel in relation to objects and other magnets.
I can describe how magnets work.
I can predict whether objects will be magnetic and carry out an enquiry to test this out.
I can investigate how strong a magnet is.

Year 3 – Spring Term 1

'Ancient Egypt'

PE

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.
Topics covered this half term are:

Gymnastics

Football/Basketball/Netball

RSHE

Feelings in Relationships.

I can discuss a problem.
I can see things from other people's point of view.
I can use the controls poster to solve a problem.
I can recognise and describe intense feelings.
I can talk about a range of emotions and how they are experienced in the body.
I know who my safe adults are.

Mental Health.

I have better self-esteem and know my own worth.
I can develop resilience to cope with challenges and setbacks.

History-Ancient Egypt

I can place Ancient Egypt in history.
I know where Egypt is.
I understand the importance of the Nile river and why it is still important today.
I understand how hieroglyphs were used.
I understand how Ancient Egyptians spent their leisure time.
I understand Ancient Egyptian beliefs.

Art and Design-Mechanisms Poster

I can develop an understanding of mechanical systems.
I can generate realistic ideas based on user needs; use a range of drawing skills, discussion and prototypes.
I can order the main stages of making; select suitable tools, equipment, materials and components and explain their choices.
I can measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.
I can evaluate ideas and products against their design criteria.