

Music	Key Skills
<b>Rhythm</b>	<p>I can create repeated patterns with instruments.            I can create accompaniments for tunes.            I can perform simple rhythmic and musical parts, beginning to vary the pitch.            I can create simple, rhythmic patterns that use a small range of notes.            I can begin to understand how different musical elements are combined and used to create an effect.            I can comment on the effectiveness of my own work, identifying and making improvements.</p>

English
<p><b>PLOT STRUCTURE: CHARACTER TRANSFORMATION TALE</b>  <b>BASE TEXT: The Great Kapok Tree by Lynne Cherry</b>  <b>MODEL TEXT: Shorter version of The Great Kapok Tree</b>  <b>UNIT FOCUS: Characterisation</b></p> <p><u>Outcome</u>            To write an exciting story based on a character transformation tale plot.</p> <p><u>Innovated write:</u>            Children will recycle the plot, changing the setting, problem and animals that visit the MC.</p> <p><u>Independent write:</u>            Children will write their own character transformation tale.</p>

Science	Key Skills
<b>Working scientifically</b>	<p>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.</p> <p>I can make a prediction with a reason.</p>
<b>Forces and magnets</b>	<p>I can explain how some forces require contact and some do not, giving examples.            I can explore and describe how objects move on different surfaces..</p> <p>I can explore and explain how objects attract and repel in relation to objects and other magnets.</p> <p>I can describe how magnets work.            I can predict whether magnets will attract or repel and give a reason.            I can predict whether objects will be magnetic and carry out an enquiry to test this out.</p>

RE	Key Skills
<b>What do Christians and Muslims believe about God?</b>	<p>I can:            Identify different types of writing and give an example of how a believer might interpret a source of authority            Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.</p>

*Year 3 - Spring Term 1*  
*'Ancient Egypt'*  
*Subjects and skills*

History	Key Skills
<b>Ancient Egypt</b>	<p>I can use a timeline within a specific period of history and place events in sequenced order.            I can look at a range of sources and use these to begin to ask and answer questions about the past and use research skills to find answers to specific historical questions; use relevant language and key historical vocabulary; provide some supportive evidence in my answers.            I can analyse actions of people in historical settings; start combining information from more than one source.            I can use evidence to describe culture, way of life and actions of people in the past.            I can justify my opinions; begin to look at different representations of people.            I can understand the importance of gods in daily life and their roles.            I can understand key features of Egyptian society.            I can understand the main differences between today and then; understand why the Nile is still so important today.            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>

PE	Key Skills
<b>Invasion Games</b>	<p>Sending &amp; receiving : Explore send and receive abiding by the rules</p> <p>Dribbling Explore dribbling the ball abiding by the rules of the game and under some pressure</p>
<b>Fundamentals</b>	<p>I am able to jump and turn a skipping rope.            I can change direction quickly            I can link hopping and jumping actions. I            I demonstrate balance when performing other fundamental skills.            I understand how the body moves differently at different speeds.</p>

Maths
<p>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.</p>

PATHS/RSHE	Key Skills
<b>Improving self-control. Self-awareness and anger management</b>	<p>Steps for calming down            Learning self-control            Control signals poster / anger management</p>

Computing	Key Skills
<b>Online safety</b>	<p>I use technology respectfully and responsibly.            I can investigate questions with yes/no answers</p>
<b>Branching Databases</b>	<p>I can select an attribute to separate objects into groups            I can group objects using my own yes/no questions.            To explain why it is helpful for a database to be well structured            To outline the need for a navigation path            To recognise the implications of linking to content owned by other people</p>

Languages	Key Skills
<b>French</b>	<p>Recall and write simple words from memory            I can introduce myself.            I can identify objects and describe their colour.            I can identify different parts of the body.            I can describe eyes and hair appearance            I can recognise the days of the week</p>

Art and De-	Key Skills
<b>Ancient Egyptian Art</b>	<p>I can identify art from a different historical period through sorting images.            I can respond to historical art by recreating similar historical techniques.            I can create 3D art/a 3D sculpture using simple joining techniques (manipulating, coiling)</p>