

Computing-Connecting Computers

Online Safety- I can identify the parts of the Code of Conduct and know what each letter means.
I can explain how digital devices function.
I can identify input and output device.
I can recognise how digital devices change the way 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.

Music-Rhythm and percussion

I can sing in unison, becoming aware of pitch.
I can listen and respond to music drawn from different traditions and great composers and musicians.
I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
I can analyse the structure of a song.
I can create simple rhythmic patterns that use a small range of notes.

RSHE-PATHS-Understanding emotions

I can explain the golden rule and the rules of my class.
I can give a compliment to another child and respond appropriately when a compliment is given to me.
I can say how you know when you are happy, sad, fine, excited and /or private. I can identify how my body feels when I am scared/afraid and scared and know when I am safe. I can recognise anger in myself and know how my body feels when it is angry; I can use the control signals poster to calm down.
I can identify when I am worried or tense.
I know the importance of respecting others when they are different to me.

RE- Where do religious beliefs come from?

I can show awareness of different sources of authority and how they link with beliefs.
I can recognise that beliefs are influenced by events in the past and present.
I can show awareness of some similarities and differences between and within religions and worldviews.
I can recognise ways in which beliefs make people think about how they live their life, how they see the world and how they view others.

English

Short burst writing looking at the everyday toolkit, setting and character.

PLOT STRUCTURE: CONFLICT AND RESOLUTION TALE

FOCUS: Characterisation

MODEL TEXT: THE DAY THE CRAYONS QUIT

Outcome

Outcome: To write an exciting story (based on the plot of conflict and resolution)

Innovated write:

Children will innovate on the original story by adding in letters from new characters.

Independent write:

Children will write their own conflict and resolution story.

Year 3 – Autumn Term 1

Subjects and skills

Maths

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

French-Getting to know you

I can say bonjour, salut and au revoir.
I can ask someone's name and say my own.
I can ask how someone is and respond.
I can say some basic nouns.
I can recognise the feminine and masculine forms of nouns.
I can count numbers 1 to 10.

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:
Fundamentals
Health and Fitness

Science-Working Scientifically

I can use relevant scientific vocabulary.
I can set up a comparative test.
I can gather, record, classify and present data in different ways to answer scientific questions.
I can use equipment to make measurements.
I can use observations and knowledge to answer scientific questions.
I can use tables.
I can identify patterns.

Science- Animals including humans

I can describe the purpose of the skeleton in humans and animals.
I can describe and explain the skeletal system of a human.
I can explain how nutrients, water and oxygen are transported within animals and humans.
I can describe and explain the muscular system of a human.
I can identify patterns.
I can explain the importance of a nutritious, balanced diet.

Geography-Local area and fieldwork

Using aerial photos, I can use letter number coordinates to build knowledge of a local area.
I can identify human features of a city.
I can describe how some places are similar and dissimilar in relation to their physical features; and give my opinion on what I like and do not like about different places.
I can observe the human features of an area and sketch a map of what I found.
I can identify human features of the local area and how this contributes to the distribution of food.

Art and Design-Portraits-Modigliani

I can present research on a significant artist and their works using a mind map.
I can give my opinion on Modigliani's work and practise sketching facial features.
I can use different grades of pencil to shade and to show different tones and I can evaluate my artwork saying what I like / could develop about my work.
I can draw a simple still life using observations, focusing on the outline,
I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent different textures.
I can cut and shape fabric using scissors and apply shapes/appliques with glue.