

DT	Key Skills
Salad in a jar	<p>I know that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>I can gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they will work.</p> <p>I can order the main stages of making; select suitable tools, equipment, materials and components and explain their choices. Follow procedures for safety and hygiene</p>

PE	Key Skills
Team games	<p>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.</p> <p>Sports covered this half term are:</p> <p>Rounders, Athletics, Tennis, Cricket</p>
Athletics	

Music	Key Skills
Glockenspiels	<p>I can create repeated patterns with instruments.</p> <p>I can create accompaniments for tunes.</p> <p>I can begin to recognise simple notations to represent music</p> <p>I can listen with attention and begin to recall sounds.</p> <p>I can create simple, rhythmic patterns that use a small range of notes.</p> <p>I can perform simple rhythmic and musical parts, beginning to vary the pitch;</p> <p>I can begin to understand how different musical elements are combined and used to create an effect.</p> <p>I can improve my work; explaining how it has been improved; think about others while performing; begin to join simple layers of sound; comment on the effectiveness of my own work, identifying and making improvements.</p>

Languages	Key Skills
French	<p>I can name who is in my family.</p> <p>I can name each member of a family.</p> <p>I can choose correct gender.</p> <p>I can recognise letters.</p> <p>I can say letters.</p> <p>I can spell a word in French.</p> <p>I can name household items.</p> <p>I can choose correct items when spoken.</p> <p>I can use <i>sur</i> and <i>dans</i> to describe position.</p> <p>I can recall different phrases and use them in a conversation.</p>

English
<p>PLOT STRUCTURE: Opening and Build Up focused on setting</p> <p>BASE TEXT: The Lion, The Witch and The Wardrobe</p> <p>MODEL TEXT: Opening and Build Up – Lucy Goes Through the Wardrobe FOCUS: Setting</p> <p><u>Outcome 1</u></p> <p>Children will use Drama for writing techniques to explore and build vocabulary in short burst creative writing opportunities to use in their portal story opening and build up.</p> <p><u>Outcome 2</u></p> <p>To write an exciting opening and build up to a portal story with a central focus on setting.</p> <p><u>Innovated write:</u></p> <p>Children will use the concept of the wardrobe as a portal to write a new opening and build up with a focus on a different 'other world' setting.</p> <p><u>Independent write:</u></p> <p>Children will write the opening and build up to a new portal story using a fantasy setting for their 'other world' and a different portal</p>

Year 3 –Summer Term 1

‘Plants’

Subjects and skills

Maths
<p>We follow the National Curriculum Year 3 Programme of Study in Maths.</p> <p>Topics for this half term include fractions, measure– money and time, statistics.</p>

PATHS/RSHE	Key Skills
Understanding emotions and problem solving.	<p>I can identify my emotions and know how to control them.</p> <p>I can improve my self-control.</p>

Geography	Key Skills
Our Nation	<p>I can find the UK on a globe.</p> <p>I can use an index in an atlas to find the UK.</p> <p>Using a map, I can name and locate the four countries and their capital cities in the UK.</p> <p>I can use an atlas to identify major cities and physical features found in the UK and describe how places in the UK are similar and dissimilar in relation to their physical features.</p> <p>I can find where I live on a map of the UK.</p> <p>I can give my opinion on what I like and do not like about different places.</p> <p>I can identify human features of a landscape.</p> <p>I can describe how some places in the UK are similar and dissimilar in relation to their human features.</p>

Science	Key Skills
Working scientifically	<p>I can ask relevant scientific questions.</p> <p>I can use observations and knowledge to answer scientific questions.</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>
Plants	<p>I can identify what a seed needs to germinate.</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can explore and describe the needs of different plants for survival.</p> <p>I can explore and describe how water is transported within plants.</p>

Computing	Key Skills
Online Safety	<p>I understand how to show respect in social situations.</p> <p>I know rules for writing respectful emails and know the importance of tone in both face-to-face and online communication.</p>
Desktop Publishing	<p>I can explain the difference between text and images and know they can communicate messages clearly.</p> <p>I can identify the advantages and disadvantages of using text and images.</p> <p>I can change font style, size, and colour for a given purpose and can edit text to communicate more clearly.</p> <p>I can define the term 'page orientation'</p> <p>I can identify placeholders and say why they are important.</p> <p>I can create a template for a particular purpose.</p> <p>I can choose the best locations for my content.</p> <p>I can paste text and images to create a magazine cover and make changes to content after I've added it.</p> <p>I can identify different layouts and match a layout to a purpose.</p> <p>I can identify the uses of desktop publishing in the real world and say why it might be useful.</p> <p>I can compare work made on desktop publishing to work created by hand .</p>

RE	Key Skills
How does following a religion affect your daily life?	<p>I can identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions.</p> <p>I can identify a range of ways in which beliefs can have an impact on a believers daily life, their family, community, and society.</p> <p>I can identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews</p>