

Art	Key Skills
Still life and printing	<p>I can identify, mix and use primary colours.</p> <p>I can understand and use tints in artwork.</p> <p>I understand how to use a sketchbook.</p> <p>I can create a colour wheel.</p> <p>I can arrange a simple still life and draw it using observation, focusing on the outline.</p> <p>I can use different grades of pencil to shade and to show different tones.</p> <p>I can evaluate my art work, saying what I like/could develop about my work. I understand what the foreground of a picture is.</p> <p>I can create a piece of still life using different grades of pencils.</p> <p>I can create a piece of still life using watercolours.</p> <p>I can create a print using the impressed method.</p> <p>I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>I can cut and shape fabrics using scissors and apply shapes/appliques with glue.</p> <p>I can create a still life picture from collage.</p> <p>I can create a piece of still life art using my choice of media.</p>

Music	Key Skills
Reflect, rewind and replay	<p>I can appraise Classical music.</p> <p>I can play instruments within a song.</p> <p>I can improvise using voices and instruments.</p> <p>I can compose.</p> <p>I can share and perform the learning, that has taken place.</p>

Maths
We follow the National Curriculum Year 3 Programme of Study in Maths. Topics for this half term include fractions and problem-solving.

Computing	Key Skills
Online Safety	<p>I can use appropriate language in an e-mail.</p> <p>I use technology respectfully.</p> <p>I can explain the relationship between an event and an action.</p> <p>I can choose which keys to use for actions and explain my choices.</p> <p>I can identify a way to improve a program.</p> <p>I can choose a character for my project.</p> <p>I can choose a suitable size for a character in a maze.</p> <p>I can program movement I can choose a character for my project.</p> <p>I can use a programming extension.</p> <p>I can consider the real world when making design choices.</p> <p>I can choose blocks to set up my program .</p> <p>I can identify additional features (from a given set of blocks)</p> <p>I can choose suitable keys to turn on additional features</p> <p>I can build more sequences of commands to make my design work</p> <p>I can test a program against a given design</p> <p>I can match a piece of code to an outcome</p> <p>I can modify a program using a design.</p> <p>I can make design choices and justify them</p> <p>I can implement my design</p> <p>I can evaluate my project</p>
Programming-events and actions	

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 make a prediction with a reason.</p> <p>I can use tables.</p>
Plants	<p>I can describe the function of different parts of flowering plants and trees.</p> <p>I can describe the plant life cycle, especially the importance of flowers.</p> <p>I can explore and describe the needs of different plants for survival.</p>

Year 3 –Summer Term 2

‘Flowering Plants’

Subjects and skills

Geography	Key Skills
Rivers	<p>I can explain how rivers are formed using correct terminology.</p> <p>I can use an index in an atlas to find the UK.</p> <p>I can use an atlas to locate key UK rivers.</p> <p>I can name and locate many of the world’s most famous rivers using an atlas (including the River Nile and its course through Egypt).</p> <p>I can plot the course of the river Nile through Egypt, name the cities along it and explain why this is important for trade.</p>

PATHS/RSHE	Key Skills
RSE	<p>I can identify a range of relationships and know the attributes of a healthy relationship.</p> <p>I know how my body may change.</p>

RE	Key Skills
How do people make moral decisions and live a good life?	<p>I can recognise that it is difficult to define ‘right’, ‘wrong’, ‘good’ and ‘bad’.</p> <p>I can talk about the difference between knowing and believing.</p> <p>I can recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p>

English
<p>TEXT TYPE 1: Non-chronological report.</p> <p>BASE TEXT: The Lion, the Witch and the Wardrobe; The Land of Neverbelieve</p> <p>MODEL TEXT: The Land of Neverbelieve non-chronological report</p> <p><u>Outcome</u></p> <p>To write an interesting and informative non-chronological report</p> <p>Innovated write: children innovate on the model text by adding in further sections to <i>The Land of Neverbelieve report</i>.</p> <p>Independent write: children will write a non-chronological report about their own fantasy land.</p> <p>PLOT STRUCTURE: PORTAL STORY</p> <p>BASE TEXT 2: The Lion, The Witch and The Wardrobe</p> <p>MODEL TEXT: Elf Road by Pie Corbett</p> <p><u>Outcome</u></p> <p>To write an exciting fantasy portal story (with a warning plot).</p> <p>Innovated write:</p> <p>Children will innovate on the model text by recycling the plot and changing:</p> <ul style="list-style-type: none"> the characters the setting what happens. <p>Independent write:</p> <p>Children will write their own fantasy portal story, using the island they created in their non-chronological report (last unit) as the setting through the portal.</p>

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

Languages	Key Skills
French	<p>I can name different snacks.</p> <p>I can ask for a particular snack.</p> <p>I can give basic comments about food.</p> <p>I can say numbers 21-31.</p> <p>I can listen and choose correct number</p> <p>I can say the months of the year.</p> <p>I can say the date.</p> <p>I can recall different phrases and use them in a conversation.</p>