

Ancient Egypt



Art

I can identify the techniques used by different artists.

I can compare the work of different artists.

I recognise when art is from different cultures.

I recognise when art is from different historical periods.

PSHE

I understand that families are important for growing up as they can give love, security and stability.

I know that other families either in school or the wider world look different from my family.

I know that caring, stable relationships, which maybe of different types, are the heart of happy families.

I know how important friends are in making us feel happy and secure.

I know how people choose and make friends.

I can listen and respond carefully to a wide range of people.

I understand how to feel confident to raise my own concerns and to recognise and care about others feelings.

I understand strategies for keeping safe online.

I know how to keep my personal information safe from others including passwords and addresses.

I understand there are people who are responsible for keeping me safe and healthy.

I understand about taking care of my body.

I understand I have the right to protect my body from inappropriate and unwanted contact.

I know it is not always right to keep secrets if they relate to being safe.

I can understand what positively and negatively affects my physical health.

I can understand what positively and negatively affects my mental health.

I can understand what positively and negatively affects my emotional health.

I can communicate about how those responsible for me can keep me healthy and safe.

I can recognise when I need help and develop the skills to ask for help.

I can recognise the how to use a mobile phone responsibly (time limits, safe user habits, turning off at night.)

I understand the importance of protecting personal information. (password and addresses, etc.)

I understand the consequences of distributing images of myself and others.

I understand the characteristics and mental and physical benefits of an active lifestyle.

I can recognise the opportunities and develop the skills to make my own choices about food.

I can identify commonly available drugs and substances.

I know about dental health and the benefits of good oral hygiene and dental flossing.

I understand school rules about health.

History

I can describe events and periods using the words: ancient and century

I can suggest why certain events happened as they did in history

I can suggest why certain people acted as they did in history

I can recognise the part that archaeologists have had in helping us understand more about what happened in the past

I can research a specific event from the past

I can use my 'information finding' skills in writing to help write about historical information

I can begin to use more than one source of information to bring together a conclusion about an historical event

Geography

I can use maps and atlases appropriately by using contents and indexes.

I can explain how people's lives vary due to weather.

I can find the same place on a globe and in an atlas.

I can explain why water is such a valuable commodity.

I can explain why people are attracted to live by rivers.

I can explain the course of a river.

I can explain why many cities are situated on or close to rivers.

I can name and locate many of the world's most famous rivers in an atlas.

I can locate countries on a globe

Music

I can sing a tune with expression.

I can use musical words to describe a piece of music and compositions.

I can use musical words to describe what I like and do not like about a piece of music.

I can use different dimensions in my composition.

Design Technology

I can design a product and make sure that it looks attractive.

I can choose a textile for both its suitability and its appearance.

I can select the most appropriate tools and techniques for a given task.

I can use ideas from other people when I am designing.

I can produce a plan and explain it.

I can explain how I have improved my original design.

Year 3 Spring



Computing

- To discuss the need for correct posture when typing.
- To introduce typing terminology.
- To practise and improve typing skills.
- To start to type words.
- To improve the speed and efficiency of typing skills.
- To think about the different methods of communication.
- To open and respond to an email.
- To write an email to someone, using an address book.
- To learn how to use email safely.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario.

Science

- I can identify different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.
- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.
- I can make careful and accurate observations, including the use of standard units. I can identify differences, similarities and changes related to an enquiry.
- I can use scientific evidence to answer questions.
- I can use scientific evidence to support my findings.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.

PE

RE

- I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.
- I can explain one Christian viewpoint about one of Jesus' healing miracles.
- I can start to say whether I believe Jesus actually healed people or not.
- I can suggest how a person may rescue/help others who are in difficult situations.
- I can start to tell you why Christians believe Jesus' death is important.
- I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

MFL

- I can explain the main points in a short passage.
- I can say what I like/dislike about a familiar topic.
- I can name and describe a place.
- I can read and understand a short passage using familiar language.

Year 3 Spring