Natural Disasters: Volcanoes

THE DEAN TRUST
Forest Gate Academy

Art

I can create a background using a wash.
I can use a range of brushes to create different effects in painting.

Music

I can play clear notes on instruments.
I can create repeated patterns with different instruments.
I can create accompaniments for tunes.
I can improve my work; explaining how it has been improved.

Design Technology

I can follow a step-by-step plan, choosing the right equipment and materials.
I can describe how food ingredients come together.
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.

History

I can describe events and periods using the words: BC, AD and decade.
I can describe events from the past using dates when things happened.
I can set out on a timeline, within a given period, detailing special events that may have took place.
I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.
I can understand that our knowledge of the past is constructed from a range of sources.
I can, through research, identify similarities and differences in how people lived from today to Palaeolithic, Mesolithic and Neolithic times.
I can use specific search engines on the Internet to help find information more rapidly – Skara Brae.
I can consider life in the Stone Age and how it compares to life today.
I can begin to use more than one source of information to bring together a conclusion about an historical event.

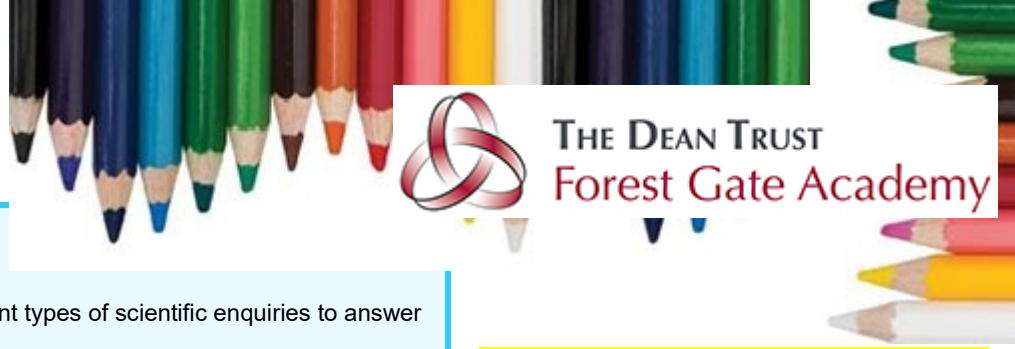
Geography

I can find different views about an environmental issue and explain my view.
I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)
I can locate the Mediterranean and explain why it is a popular holiday destination.
I can describe how volcanoes have an impact on people's lives.
I can explain how the lives of people living in the Mediterranean would be different from my own.
I can describe how volcanoes are created.
I can locate and name some of the world's most famous volcanoes.
I can see differences in weather in different parts of the world, especially Europe.

Year 3 Autumn

Computing

I know what makes a safe password, how to keep passwords safe and the consequences of giving my passwords away.
I understand how the Internet can be used to help us to communicate effectively.
I understand how a blog can be used to help us communicate with a wider audience
I know that what I read on websites is not always true.
I can look at some 'spoof' websites.
I can create a 'spoof' webpage.
I can think about why these sites might exist and how to check that the information is accurate.
I can learn about the meaning of age restrictions symbols on digital media and devices.
I can discuss why PEGI restrictions exist.
I know where to turn for help if they see inappropriate content or have inappropriate contact from others.
I can use 2Chart to represent a sequential program design.
I can use the design to write the code for the program
I can design and write a program that simulates a physical system.
I can look at the grid that underlies the design and relate this to X and Y properties.
I can introduce selection in my programming by using the if command.
I can combine a timer in a program with selection.
I understand what a variable is in programming.
I can use a variable to create a timer
I can create a program with an object that repeats actions indefinitely.
I can use a timer to make characters repeat actions.
I can explore the use of the repeat command and how this differs from the timer
I know what debugging means.
I understand the need to test and debug a program repeatedly.
I debug simple programs.
I understand the importance of saving periodically as part of the code development process



Science

I can ask relevant questions and use different types of scientific enquiries to answer them.
I can set up simple practical enquiries, comparative and fair tests.
I can make systematic and careful observations.
I can take accurate measurements using standard units.
I can gather, record, classify and present data in a variety of ways to help in answering questions.
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
I can report on my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
I can identify differences, similarities or changes related to simple scientific ideas and processes.
I can use straightforward scientific evidence to answer questions or to support my findings.
I can compare and group rocks based on their appearance and physical properties, giving a reason.
I can describe how fossils are formed.
I can describe how soil is made.
I can describe and explain the difference between sedimentary and igneous rock.
I can explore and describe how objects move on different surfaces.
I can explain how some forces require contact and some do not, giving examples.
I can explore and explain how objects attract and repel in relation to objects and other magnets.
I can compare and group together a variety of everyday materials and predict whether they will be magnetic.
I know that magnets have two poles.

MFL

I can give a response using a short phrase.
I can name and describe people.
I can have a short conversation saying 3-4 things.
I am starting to speak in sentences.
I can name and describe an object.

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PE

I can use my awareness of space to support my team mates and cause problems from my opposition
I can begin to apply the basic rules to a game situation
I can keep possession of a ball with some success
I can tackle an opponent fairly to win possession of a ball
I can kick a ball with accuracy in order to score a goal
I can throw and catch a ball with control when under limited pressure
I can travel with a ball
I can use speed and agility to move away from a defender
I can adapt my performance to suit my partner's ability
I can improvise freely, translating ideas from a stimulus into movement
I can create dance phrases that communicate ideas
I can share and create ideas with a partner
I can suggest improvements to my own and other people's dances
I can research dances from different countries
I can repeat, remember and perform set phrases in a dance

RE

I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't.
I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.
I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.
I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.
I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.
I can start to tell you what Christmas means

Year 3 Autumn Foundation Subjects and Science