

## Art

I can show facial expressions in my art.

I can use sketches to produce a final piece of art.

I can use different grades of pencil to shade and show different tones and textures.

I can use IT to create art, which includes my own work and that of others.

## Music

I can combine different sounds to create a specific mood or feeling.

I can compose melodies and songs.

I can recognise the work of at least one famous composer.

## 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 effects my physical health.

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

I can understand what positively and negatively effects 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.



## History

I can create a timeline, which outline the Roman withdrawal from Britain in c. AD 410, the arrival of the Saxons and the Scots.

I can understand and explain the reason for the Scots invasion from Island to Northern Britain.

I can understand and explain the Anglo-Saxon invasions and how they divided Britain into kingdoms.

I can understand how the Anglo-Saxons have influenced Britain – place names and village life.

I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.

I can use various historical sources to find out about Anglo Saxon art and culture.

I can explain the beliefs of the early Anglo Saxons and explain how their beliefs changed over time.

## Geography

I can identify key features of a locality by using a map.

I can confidently describe physical features in a locality.

I can explain why a locality has certain physical features.

I can confidently describe human features in a locality.

I can work out how long it would take to get to a given destination taking account of the mode of transport.

I can explain how a locality has changed over time with reference to physical features.

I can explain how a locality has changed over time with reference to human features.

## Design Technology

Create series circuits.

Strengthen frames using diagonal struts.

Begin to use mechanical systems in their products e.g. gears, pulleys and levers.

# Local Area

# Year 3 Summer



## Computing

- I can create pie charts and bar graphs.
- I can use the 'more than', 'less than' and 'equals' tools.
- I can introduce the Advanced Mode of 2Calculate and use coordinates.
- I can enter data into a graph and answer questions.
- I can solve an investigation and present the results in graphic form.

## 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 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.

## PE

- I can recall the basic rules of Quick Cricket
- I can use my awareness of space when fielding to support my team mates
- I can begin to apply the basic rules of cricket to a game situation
- I can begin to take on different roles when fielding in a game
- I can catch with one hand
- I can throw and catch with control when under limited pressure
- 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
- I can recognise and talk about the movements used and the expressive qualities of dance
- I can use a wide range of movements when improvising

## RE

- I can discuss why it is important to share even though it is not always easy.
- I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.
- I can begin to tell you if I think sharing is important or not to Sikhs.
- I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.
- I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.
- I can start to evaluate which ways may show more or less commitment to God for Sikhs.

## MFL

- I can write phrases from memory.
- I can write 3-4 short sentences on a familiar topic.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

# Year 3 Summer