



Art

To create a wash using watercolours.
To use a range of brushes to create different effects in painting.
To demonstrate brush technique in the style of a famous artist.
To explore art work from other periods in time. (The stone age.)

Music

Singing

I can sing a wide range of songs with a pitch range of do-so.

Listening

I can listen to a piece of music and comment on the tempo and rhythm.

Composing

I can improvise a short response using a limited note-range.

Performing

I can perform songs and short instrumental melodies as a class or small group.

PSHE

Respectful relationships (including online)

I know how important friends are in making us feel happy and secure.
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 the importance of showing respect to others on line as I would face-face.

Being Safe (including internet safety and harms)

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 understand there are people who are responsible for keeping me safe and healthy and know how to communicate this.
I can recognise how to use a mobile phone responsibly (time limits, safe user habits, turning off at night.)
I understand the consequences of distributing images of myself and others.

Mental Wellbeing

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

Geography

Locational

I can explain why people live by rivers as water is a valuable human commodity.

Place

I can compare the lives of people living by rivers in two contrasting localities.

Human/Physical

I can explain how the use and physical features of a river varies along its course.

Skills/fieldwork

I can locate the rivers I have learned about using different sources

History

Historical Chronology

I can set out on a timeline, within a given period, detailing special events that may have taken place.

Historical Concepts

I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.

Historical Interpretation

I can, through research, identify similarities and differences in how people lived from today to Palaeolithic, Mesolithic and Neolithic times.

Historical Enquiry

I can use specific search engines on the Internet to help find information more rapidly – (Skara Brae,)

Historical Communication

I can begin to use more than one source of information to bring together a conclusion about a historical event – using this research to create a non-chronological report.

Design Technology

Design

I can analyse current products similar to that which I will create.
I can create a design using set criteria for a product.

Make

I can select and use a wide range of textiles to create a functional product.
I can use two different types of stitching.

Evaluate

I can evaluate my own designs and suggest improvements.

Technical Knowledge

I can research how key engineers have impacted and shaped the world.



Computing

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

Natural Disasters: Volcanoes

MFL

Speaking

I can give a response using a short phrase.

Listening

I can listen and respond to spoken words, phrases and sentences (songs)

Reading

I can recognise and understand familiar written words (numbers and days of the week)

Writing

I can write simple words from memory (days of the week)

Grammar

I can recognise and understand the use of a question mark in Spanish.

Science

Scientific Knowledge

I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Working Scientifically

I can use straightforward scientific evidence to answer questions or to support their findings.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

PE

Net and Wall Games

I can use basic racket skills.

I can use the ready position to move towards the ball and return it over the line/net to a partner.

I can play over a net.

I can play in a continuous game using throwing and catching or some simple hitting against an opponent.

I can attempt an underarm serve to begin a game.

Fitness and Athletics

I can run at different speeds depending on the distance.

I can perform a running jump with some accuracy.

I can understand relay and passing the baton.

I can perform a variety of throws using a selection of equipment.

RE

Sikhism

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.

Christianity

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 to Christians and what it means to me.

Year 3 Autumn