

English

Writing –

Compose and rehearse sentences orally.
Plan, write, edit and improve.
Use techniques used by authors to create characters and settings.
Use the first two or three letters of a word to check its spelling in a dictionary.
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Using the present perfect form of verbs in contrast to the past tense.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Reading –

Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
Explain and discuss understanding of reading, maintaining focus on the topic.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Maths

Measurement: length and perimeter

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.

Number: Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Solve problems that involve all of the above.

Computing

Code- • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators $() + ()$ $() - ()$ $() * ()$ $() / ()$ to perform calculations.

Connect- • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying.

Collect- • Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Science

Working Scientifically

- Set up simple, practical enquiries and comparative and fair tests;
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers;
- Gather, record, classify and present data in a variety of ways to help in answering questions;
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables;
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests;
- Identify differences, similarities or changes related to simple, scientific ideas and processes;

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers;
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;
- Investigate the way in which water is transported within plants;
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 3 Topic: From a tiny acorn...

Geography: Landscapes: Rivers

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.
- Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Outside learning: Seed hunt; planting

History

- Describe changes that have happened in the locality of the school throughout history
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use dates and terms to describe events.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
- Compare some of the times studied with those of other areas of interest around the world.

R.E.

Theology

Hinduism:

What do Hindus believe about God?

Core knowledge: Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma; Examples of teaching of Hindu teachers; Key vocabulary; festivals

RSE

What makes a community? (living in the wider world)

- Community
- Belonging to groups
- Similarities and differences
- Respect for others

Art and design

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

DT

Mechanics

- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

P.E.

Games

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

MFL

Read short texts independently.

Express personal experiences and responses.

Understand the main points from spoken passages.

Ask others to repeat words or phrases if necessary.

Ask and answer simple questions and talk about interests.

Take part in discussions and tasks.

Demonstrate a growing vocabulary.

Describe with some interesting details some aspects of countries or communities where the language is spoken.

Make comparisons between life in countries or communities where the language is spoken and this country.

Music

Traditional folk tunes from around the world.

Play notes on an instrument with care so that they are clear; Perform with control and awareness of others; Compose and perform melodic song; Create repeated patterns with a range of instruments; Recognise the notes EGBDF and FACE on the musical staff; Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music; Evaluate music using musical vocabulary to identify areas of likes and dislikes; Understand layers of sounds and discuss their effect on mood and feelings.

Vocabulary: Keyboard, drums, bass, pentatonic, scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.

Vocabulary

Roots; leaves; stem/trunk; flowers; transported; pollination; seed formation; seed dispersal; international; historical; intangibility; source; primary, numerous; traversing; commercial; ox-bow lakes; tourism; cultural; delta; remote; watercourse; tributaries; mouth; channel, riverbed, reached, meanders; deltas; estuary; erosion; transportation; deposition; youthful; middle aged; mature