

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.

Using adverbials and commas after fronted adverbials.

Indicating possession by using the possessive apostrophe with plural nouns.

Using and punctuating direct speech.

Use organisational devices such as headings and sub headings.

Organise paragraphs around a theme.

Reading –

Identify recurring themes and elements of different stories (e.g. good triumphing over evil).

Recognise some different forms of poetry.

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

Number: Fractions

- Compare and order unit fractions and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole.
- Recognise and show, using diagrams, families of common equivalent fractions. Solve problems that involve all of the above.

Measurement: Time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events.

Computing

Code- • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

Connect- • Give examples of the risks posed by online communications.

Communicate- • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

Science

Working Scientifically

- Ask relevant questions; • Set up simple, practical enquiries and comparative and fair tests; • 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; • Identify differences, similarities or changes related to simple, scientific ideas and processes; • Use straightforward, scientific evidence to answer questions or to support their findings.

Forces

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects

Year 3 Topic: May(an) the force be with you

Outside learning: Sewer systems and running water

Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 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 key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. And human geography, including: settlements and land use.

History: Mayan Civilisation

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

R.E.

Theology

Christianity, Islam, Hinduism

How have events in History shaped beliefs?

Sources of authority such as the Bible, creeds, traditions and different genres and interpretations; How events in society have influenced Christian beliefs; Key vocabulary and global diversity associated with the study of Christianity. Humanism: Concepts – Atheism, agnosticism, rationalism, One Life and Happiness. Islam: The impact of the spread of Islam; The life and teachings of the prophet Mohammed; How experiences have impacted on belief. And Hinduism: The oral tradition and the Vedas, different genre and interpretations; Examples of events and experiences which have impacted on Hindu beliefs; The diversity of practice and expression; Different views about the nature of knowledge, meaning and existence

MFL

Read and understand the main points in short written texts.

Read short texts independently.

Use a translation dictionary or glossary to look up new words.

Write a few short sentences using familiar expressions.

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.

Sing in tune.

Pronounce words within a song clearly.

Play notes on an instrument with care so that they are clear.

Perform with control and awareness of others.

Compose and perform melodic songs.

Create repeated patterns with a range of instruments.

Create accompaniments for tunes.

Recognise the notes EGBDF and FACE on the musical stave.

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.

RSE

Why should we eat well and look after our teeth? (Health and wellbeing)

- Being healthy
- Eating well
- Dental care

P.E.

Athletics and OAA

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.
- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.

Art and design

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.

- Quilt, pad and gather fabric.

Drawing

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

DT

Food

- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

Textiles

- Understand the need for a seam allowance.
- Join textiles with appropriate stitching.
- Select the most appropriate techniques to decorate textiles.

Music

Disco- Bringing Us Together!

Sing in tune; Pronounce words within a song clearly; Play notes on an instrument with care so that they are clear; Perform with control and awareness of others; Compose and perform melodic songs; Create repeated patterns with a range of instruments; Recognise the notes EGBDF and FACE on the musical stave; 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, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.

Vocabulary

Abandoned;
overpopulation;
uninhabitable;
traditions; irrigation;
terracing; architects;
agriculture;
expansion; yields;
sacrifice; ceremony;
codices;
conquistadors;
anthropologists;
innovation