

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.

Write sentences that include:

- conjunctions
- adverbs
- direct speech, punctuated correctly
- clauses

Organise paragraphs around a theme with a sequence to the paragraphs.

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

Geometry: properties of shape

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Measurement: Mass and Capacity

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Computing

Connect

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand how online services work.

Collect

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

Science

Working Scientifically

- Ask relevant questions;
- 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;
- 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.

Light and Dark

- Recognise that they need light in order to see things and that dark is the absence of light;
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes;
- Recognise that shadows are formed when the light from a light source is blocked by a solid object;
- Find patterns in the way that the size of shadows change.

Year 3 Topic: Bring light, be the change

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 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.
- Describe how the locality of the school has changed over time.
- 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: Shadows, sundials, sun safety

History

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- 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.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

R.E.

Theology
Christianity, Hinduism, Islam and
Humanism

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

RSE

Why should we keep active
and sleep well?
(Health and wellbeing)

- Being healthy
- Keeping Active
- Taking rest

Art and design

Digital Art

- Create images, video and sound
recordings and explain why they
were created.

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).

P.E.

Athletics
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.

Music

Reflect, Rewind, Replay

Sing from memory with accurate
pitch.

Sing in tune.

Maintain a simple part within a
group.

Pronounce words within a song
clearly.

Show control of voice.

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

Perform with control and
awareness of others.

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.

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.

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.

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

Make comparisons between life in countries or

Vocabulary

Atmosphere;
continuous;
precipitation;
cumulonimbus;
stratus; cumulus;
cirrus; climate;
weather; adapt;
carbon dioxide;
methane; excretion;
deforestation

DT

Computing

- Control and monitor models
using software designed for this
purpose.