

History

I can describe events from the past using dates when things happened
I can use a timeline within a specific time period in history to set out the order things may have happened.
I can show changes over time using timelines, maps, diagrams etc.
I can describe events and periods using the words: *ancient* and *century*
I can suggest why certain events happened as they did in history
I can suggest why certain people acted as they did in history
I can explain how events from the past have helped shape our lives.
I understand that people from different historical periods had different religious beliefs.
I can use my information finding skills in writing to help the write about historical information.
I can research what it was like for a child in the past.
I can begin to explore a range of primary and secondary sources.
I can use various sources of evidence to answer questions.

Geography

I can use correct geographical words to describe a place and the events that happen there.
I can use some basic OS map symbols.
I can confidently describe human features in a locality.
I can explain why a locality has certain human features.
I can explain why a locality has certain human features.
I can explain why a place is like it is.
I can use maps and atlases appropriately by using contents and indexes.
I can explain why a place has certain physical features.
I can identify key features of a locality by using a map.
I can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)
I can explain why a place has certain physical features.
I can confidently describe physical features in a locality.

Art

I can use my sketches to produce a final piece of work.
I can write an explanation of my sketch in notes.
I can use different grades of pencil shade, to show different tones and texture
I can explore work from other cultures and periods of time
I can use my sketch book to express feelings about a subject and to describe likes and dislikes.
I can make notes in my sketch book about techniques used by artists.

Computing

I follow the school's safer internet rules.
I know about aliases and avatars.
I can explain what computer networks are and how they provide multiple services.

DT

I can choose the right ingredients for a product.
I can understand the principal of a healthy diet.
I can make sure that my product looks attractive.
I can describe how my combined ingredients come together.
I can set out to grow plants such as cress and herbs from seed with the intention of using them for m food product.
I can put together a step-by-step plan which shows the order and also what equipment and tools I need.
I can describe my design using an accurately labelled sketch and words
I can communicate ideas through cross sectional diagrams

Curriculum Content - Year 3

Skill coverage



Autumn 1 Big Question:
How has Lichfield changed?

Enrichment Opportunities

Visit to Black Country Museum
Swinfen Braun Trail
Dot Day
Poet Visit

MFL

I can develop accurate pronunciation and intonation
I can name and describe people.
I can name and describe an object.
I can give a response using a short phrase.

PE

I can adapt sequences to suit different types of apparatus and criteria.
I can explain how strength and suppleness affect performance.
I can compare and contrast gymnastic sequences.

Science

I know the function of different parts of flowing plants and trees.
I know what different plants need to help them survive.
I know how water is transported within plants.
I know the plant life cycle, especially the importance of flowers. Including pollination, seed formation and seed dispersal.
I can explore the idea that plants can make their own food.

PSHE

To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
That being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other.
What is appropriate to share with friends, classmates, family and wide social groups including online
About what privacy and personal boundaries are, including online
PANTS RULE
To use the vocab penis, vagina, vulva and testicles.
basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
To recognise respectful behaviours e.g. helping or including others, being responsible
How to model respectful behaviour in different situations e.g. at home, at school, online
The importance of self-respect and their right to be treated respectfully by others

Music

I can recognise and describe how sounds are made on different instruments.
I know how to use musical words (the inter-related dimensions) e.g. pulse, duration, pitch, tempo, dynamics and articulation, to describe a piece of music or composition
I know how to use musical words to describe what I like and do not like about a piece of music.
I can begin to recognize how composers use the inter-related dimensions of music to create moods and effects.

RE

Ask big questions and investigate answers found in religious texts.
Reflect on religious responses to challenges in life.
Make links between beliefs and actions and how they might have national and international impact.
Explore religious stories about the environment and how that affects believers' behaviour.

Maths - Areas of Learning

Number and Place Value
Addition and Subtraction
Measures
Time

History

Life as a child in Victorian Times
School life
Old photographs of Christ Church (sources of information)
School building comparison then/now
Significant figure - Samuel Johnson

Computing

E Safety
PowerPoint Presentations

Geography

OS Symbols
Local area walk
Comparing old/new maps and looking at features

PE

Gymnastics
Routines
Shapes and Balances

English - Reading - Texts

James and the Giant Peach
Magic Faraway Tree
Railway Children
Oliver Twist

DT

Staffordshire Oatcakes (market research/design)
Planting mint

Curriculum Content - Year 3

What does this look like in the classroom?



**Autumn 1 Big Question:
How has Lichfield changed?**

Enrichment Opportunities

Black Country Museum
Swinfen Braun Trail
Dot Day
Poet Visit

Music

Musical Vocabulary
Appraisal
Classical Music

Art

Pointillism—George Seurat

English - Writing Opportunities

Recount of trip
Diary entry of a child
Character and setting descriptions

Science

Dissecting Plants (pulling apart and looking at different parts and functions)
Seed dispersal role play
Celery experiment—water transportation

PSHE

Respect
Encouragement
Family/social groups

MFL

Greetings
Key Vocab
Animals

RE

Creation Story
Noah's Ark
Moses and the 10 Commandments