

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 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 have a cause and that this can cause a consequence which impacts our lives today e.g. World Wide Web

I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

I can use my information finding skills in writing to help the write about historical information

Science

I know about the importance of a nutritious, balanced diet.

I know how nutrients, water and oxygen are transported within animals and humans.

I know about the skeletal system of a human.

I know about the muscular system of a human.

I know about the purpose of the skeleton in humans and animals.

DT

I can choose the right ingredients for a product.

I can understand the principal of a healthy diet.

Curriculum Content - Year 3

Skill coverage



Autumn 2 Big Question:

Can you dance through the decades?

Enrichment Opportunities

Decades day, parent talk

Computing

I can capture multiple images

I can evaluate stop motion footage

I can manipulate and improve digital images.

I follow the school's safer internet rules.

What is appropriate to share with friends, classmates, family and wider social groups online.

Geography

I can use correct geographical words to describe a place and the events that happen there

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.

PSHE

About the different ways that people can care for each other:

e.g. giving encouragement or support in times of difficulty

To identify if/when something in a family might make someone upset or worried.

What to do and whom to tell if family relationships are making them feel unhappy or unsafe.

That bullying and hurtful behaviour is unacceptable in any situation.

About the effects and consequences of bullying for the people involved.

About bullying online, and the similarities and differences to face-to-face bullying.

What to do and whom to tell if they see or experience bullying or hurtful behaviour.

What it means to treat others, and be treated, politely.

The ways in which people show respect and courtesy in different cultures and in wider society

MFL

I can read and understand a short passage using familiar language.

I can hold a simple conversation with at least 4 exchanges

I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly

RE

Compare how people of different faiths practice of religion in the home.

Explore diversity in religion and reflect on similarities and differences.

Explore the meaning of religious stories and reflect on key words and phrases.

PE

I can improvise freely and translate ideas from a stimulus into movement.

I can share and create phrases with a partner and small group.

I can repeat, remember and perform phrases

Music

I can demonstrate the difference between pulse and rhythm.

I know how to play clear notes on instruments.

I know how to collaborate with others to perform/create a piece of music using more than one instrument.

I can perform, demonstrating changes in dynamics, tempo, pitch and articulation.

Art

I can predict with accuracy the colours that I mix.

I know where each of the primary and secondary colours sit on the colour wheel.

I can create a background using a wash.

I can use a range of brushes to create different effects.

Maths - Areas of Learning

Multiplication/Division
Fractions
Shape

English - Reading - Texts

Charlotte’s Web
Harry Potter and the Philosophers Stone
The Accidental Prime Minister

English - Writing Opportunities

Non chronological reports
Recounts
Newspaper reports
Biography
Narrative

History

Comparing different decades
Technology, famous people, fashion, inventions
Timelines
Reasons and impact of changes over the decades.

DT

Linked to Science—healthy eating/balanced diet
Comparing diets through the decades.
Making and evaluating Oatcakes

Science

Exploring the skeletal system
Making moving muscles.
Planning balanced diets
Exploring different food groups

Computing

Purple Mash—coding
Sphero
E-Safety

Curriculum Content - Year 3

What does this look like in the classroom?



**Autumn 2 Big Question:
Can you dance through the decades?**

Enrichment Opportunities

Decades Day, Parents talks

PSHE

Bullying scenario work
Class discussion regarding what bullying is
E Safety

Geography

Plotting the Beatles journey to India
Comparing the changes in village, town and city size through the decades,.

Music

Playing the recorder
Composition and performance

MFL

Greetings
Food

PE

Learning different dances from the decades.

Art

Andy Warhol - Pop Art
Roy Lichtenstein - Pop Art

RE

Hinduism—festivals of light
Mandir
Diwali