

History

I can describe events from the past using dates when things happened

I can suggest why certain events happened as they did in history.

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

I can research what it was like for a child in the past

I can, through research, identify similarities and differences between given

Computing

I know how to report something seen or experienced online that concerns me e.g. images (PSHE)

I can use different search engines.

I can use a range of software for similar purposes.

I can begin to use correct finger positions for typing

Geography

I can confidently describe physical features in a locality

I can locate the Mediterranean and explain why it is a popular holiday destination

I can explain how the lives of people living in the Mediterranean would be different from my own

I can name the two largest seas around Europe

I can name a number of countries in the Northern Hemisphere

I can name and locate some well-known European countries

I can name and locate the capital cities of neighbouring European countries

I am aware of different weather in different parts of the world, especially Europe

I can explain how people's lives vary due to weather

I can work out how long it would take to get to a given destination, taking account of the mode of transport

RE

Explore the origins of sacred writings and consider their importance for believers.

Explore a variety of religious texts and teachings.

Explore the life of key religious figures and make links with significance to believers

Explore symbolism and intended meaning for believers.

Identify ways in which different religions describe God.

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

Investigate how God's relationship with people helps them to make sense of

Art

Artist Focus: Henry Moore

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.

I can suggest improvements to my work by keeping notes in my sketch

DT

Design

I can explain how realistic my plan is.

I can communicate ideas through cross sectional diagrams.

Technical Knowledge

I can use a range of techniques to shape and mould.

MFL

I am starting to speak in sentences.

I can read a passage independently

I can say what I like/dislike about a familiar topic.

Curriculum Content - Year 3

Skill coverage



Summer 1 Big Question:

Where should we go on holiday?

Enrichment Opportunities

Mediterranean Day

Swimming

Intra-school sports tournament

Science

I know what dark is (the absence of light).

I know that light is needed in order to see.

I know that light is reflected from a surface.

I know and demonstrate how a shadow is formed.

I explore shadow size and explain the changes.

I know the danger of direct sunlight and describe how to keep protected.

and igneous rock.

PSHE

about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)

what can help people to make healthy choices and what might negatively influence them

about habits and that sometimes they can be maintained, changed or stopped

the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle

what is meant by a healthy, balanced diet including what foods

should be eaten regularly or just occasionally

that everyone is an individual and has unique and valuable contributions to make

to recognise how strengths and interests form part of a person's identity

how to identify typical hazards at home and in school

how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen

about fire safety at home including the need for smoke alarms

the importance of following safety rules from parents and other adults

Music

I can make simple comparisons with music being listened to and my own compositions.

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 understand how the use of tempo can provide contrast within a piece of music.

I can use my knowledge of timbre to choose instruments and playing techniques to depict a story, mood or character.

PE

Hit a stationary ball with intent and accuracy.

Use footwork to hit a ball successfully.

Intercept and stop the ball with consistency.

Return a ball over longer distances quickly and accurately.

Swim competently, confidently and proficiently for 25m.

Use the strokes front crawl, back stroke and breaststroke effectively.

Tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30 seconds.

Maths - Areas of Learning

Number and place value
Statistics
Position and movement
4 operations
Time

History

Similarities and differences between holidays now and in the past
Children's experiences of holidays in the past

Computing

Search engines

Geography

European Countries
Capital cities
Weather in Europe
Travel to Europe

PE

Cricket
Swimming

English - Reading - Texts

Travel brochures
A walk in Paris

DT

Junk Modelling—rafts

Curriculum Content - Year 3

What does this look like in the classroom?



**Summer 1 Big Question:
Where should we go on holiday?**

Enrichment Opportunities

Mediterranean Day
Swimming
Intra-school sports tournament

Music

Singing
Composition and notation

Art

Henry Moore
Clay modelling and sculpture

English - Writing Opportunities

Persuasive letters
Reports
Diary Entries

Science

Impact of the sun
Sun safety
Shadows
How light enters the eyes

PSHE

Healthy lifestyles
Home safety
Individual differences

MFL

Food

RE

Pentecost
Impact of the disciples