

History

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, through research, identify similarities and differences between given periods in history.

Computing

I can use a range of software for similar purposes.
I can collect information.
I can design and create content.
I can present information.
I can begin to use correct finger positions for typing accurately

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

DT

I can explain how realistic my plan is.
I can communicate ideas through cross sectional diagrams.
I can use a range of techniques to shape and mould.

RE

Explore the origins of sacred writings and consider their importance for believers.
Explore the life of key religious figures and make links with significance to believers
Explore symbolism and intended meaning for believers.
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 life.

Art

I can use my sketch book to express feelings about a variety of sculpted pieces.
I can make notes in my sketch book about techniques used by sculptors.
I can design and sculpt make a clay structure (Greek pots).

MFL

Spoken language
I am starting to speak in sentences.
I can present ideas and information orally to a range of audiences
Reading
I can read a passage independently.
I can use a bilingual dictionary or glossary to look up new words.
Writing
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

Swimming
Intra-school sports tournament
Sponsored Run

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.

PSHE

about the choices that people make in daily life that could affect their health
to identify healthy and unhealthy choices
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.
that regular exercise such as walking or cycling has positive benefits for their mental and physical health
about the things that affect feelings both positively and negatively
strategies to identify and talk about their feelings
about some of the different ways people express feelings
to recognise how feelings can change overtime and become more or less powerful

Music

Invent simple patterns using rhythms and notes C-D-E
Compose music, structuring short ideas into a bigger piece
Notate, read, follow and create a 'score'
Recognise and copy rhythms and pitches C-D-E

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

Roman numerals

Apply 4 operations

English - Reading - Texts

The Creakers

English - Writing Opportunities

Persuasive letters

Reports

Diary Entries

History

Similarities and differences between holidays now and in the past

Children's experiences of holidays in the past

DT

Junk Modelling—rafts

Science

Impact of the sun

Sun safety

Shadows

How light enters the eyes

Curriculum Content - Year 3

What does this look like in the classroom?



Spring 2 Big Question:

What's found underground?

PSHE

Healthy choices in relation to food, exercise and sleep

Good habits.

Express feelings.

Computing

Touch Typing

E Safety

PowerPoints

Enrichment Opportunities

Swimming

Intra-school sports tournament

Sponsored Run

MFL

Food

Geography

European Countries

Capital cities

Weather in Europe

Travel to Europe

Music

Singing

Composition and notation

RE

Pentecost

Impact of the disciples

PE

Athletics

Swimming

Art

Henry Moore

Clay modelling and sculpture