

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 me 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.

PE

Use a range of skills to help them keep possession and control of the ball.
Pass, receive and dribble the ball, keeping control and possession
Consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others.
Practise an action or short sequence of movements, and improve their quality of the actions and transitions.
Show control, accuracy and fluency of movement when performing actions on their own and with a partner.
Adapt a sequence to include different levels, speeds or directions.
Show flexibility and control in a sequence.
Perform a sequence with rolls and powerful shapes.

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 my 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
Big Question Launch with parents

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.

Art

I can use different grades of pencil shade, to show different tones and texture
I can sketch 3D shapes and add shading
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.

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
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.
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.

Music

Compose a pentatonic ostinato
Sing a call-and response song in groups, holding long notes confidently

Play melodic and rhythmic accompaniments to a song

Listen and identify where notes in the melody of the song go up and down I can recognise the work of at least one famous composer.

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.
Explore rules for living found in religious texts and ask questions about their impact on believers.

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
Computer networks
Avatars

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
Leon and the Place Between
Shakespeare— Tempest

DT

Staffordshire Oatcakes (market research/design)
Planting basil

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
Big Question Launch with parents

Music

Singing using call and respond
Composing using the pentatonic scale

Art

Beatrix Potter
Shading

English - Writing Opportunities

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

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