

History

Iron Age – What changes were there after the Bronze Age and into the Iron Age? We will be considering how the lives of Iron Age people began to become more cultural as farming continued to grow and tribes grew bigger.

Knowledge and Interpretation

Year 3 Expected

- I can recognise that Britain has been invaded by several different groups over time.

Historical Enquiry

Year 3 Expected

- I can use various sources of evidence to answer questions.
- I can use various sources to piece together information about a period in history.
- I can, through research, identify similarities & differences between given periods in history.

Computing

We will be continuing looking at programming Scratch. We will be giving Scratch Cat more complex instructions to follow as well as debugging if we make an error.

Algorithms and Programs

- I can give an on-screen robot directional instructions.
- I can draw a square, rectangle and other regular shapes on screen, using commands.
- I can write more complex programs.

E-Safety

- I can recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish.

Science

Plants – We will be considering how plants grow and live. We will compare our knowledge of human and animal nutrition to plant nutrition and we will look at the life cycle of a plant. We will investigate how plant requirements vary.

Science (working scientifically)

Year 3 Expected

- I can measure using different equipment and units of measure.
- I can record my observations in different ways labelled diagrams, charts etc
- I can describe what I have found using scientific language.
- I can make accurate measurements using standard units.
- I can explain what they have found out and use my measurements to say whether it helps to answer my question.

Science (Plants)

Year 3 Expected

- I can identify and describe the functions of different parts of flowering plants. (roots, stem/trunk, leaves and flowers).
- I can explore the requirement of plants for life and growth (air, light, water, nutrients from soil, room to grow).
- I can explain how they vary from plant to plant.
- I can investigate the way in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, formation and seed dispersal.

What keeps us alive?

Year 3

Spring 2

Mathematics

Shape

Fractions

Time

Position and Direction

Measurement – Length and Perimeter

English

Key texts: *The Iron Man*, *The Pebble in my Pocket*, *Stone Age to Iron Age (The History Detective Investigations)*.

Genres:

Narrative

Play Scripts

Non-Chronological Report/ Explanation Texts

- I can usually identify and name key organisational and language features of a text similar to which I am planning to write
- I can plan my writing with a partner or in a small group recording ideas in note or pictorial form for later use
- I can compose and rehearse a whole sentence
- I can usually organise writing into logical chunks around a theme and write a coherent series of linked sentences for each
- In non-narrative writing I can use simple organisational devices e.g a main heading and sometimes sub-headings for each paragraph
- I can usually read back my own writing making sure it makes sense and offer an improvement.

Music

Studying the work of Mozart – Considering “The Mozart Effect” – How does listening to classical music affect how we feel? What affect does it have on our bodies?

Music (appraising)

Year 3 expected:

- I can use musical words (the elements of music) to describe a piece of music and compositions.
- I can use musical words to describe what they like and dislike.
- I can recognise the work of at least one famous composer.

P.E

Athletics/Games

Year 3 Emerging

- I can use hitting, kicking and/or rolling in a game.
- I can stay in a "zone" during a game
- I can decide where the best place to be is during a game.
- I can use one tactic in a game.
- I can follow rules.

Year 3 Expected

- I can throw and catch with control when under limited pressure.
- I am aware of space and use it to support team-mates and cause problems for the opposition.
- I know and use rules fairly to keep games going.
- I can keep possession with some success when using equipment that is not used for throwing and catching skills.

PSHE – One Life Spring 2

- I know that there are similarities and differences between everyone.
- I can tell you the things I am good at.
- I can recognise when I find something difficult and do something about it.
- I can tell you what feeling surprised is like
- I know that people have different feelings about surprises.
- I can choose when to show my feeling and when to hide them.
- I can choose to act assertively.

MFL

Unit 3

MFL - Listening and Responding

Year 3/4 Emerging

I understand a range of familiar statements.

I understand a range of familiar questions.

Year 3/4 Expected

I understand short passages made up of familiar language.

I understand instructions messages and dialogues with in short passages.

I can note the main points and give a personal response on a passage.

MFL - Speaking

Year 3/4 Emerging

I can give short and simple responses to that I see and hear.

I can name and describe people.

I can name and describe places.

I can name and describe objects.

I can use (set) phrases.

Year 3/4 Expected

I can have a short conversation where I am saying 2-3 things.

I can use short phrases to give a personal response.

R.E

What do Christians remember on Palm Sunday?

- To be able to describe beliefs and practices within Christianity.
- To link religious stories and teaching to the beliefs that underlie
- To describe some Christian beliefs about God.
- To show awareness that some people have different views.
- To reflect on my own beliefs, feelings, values, attitudes and experiences
- To show understanding that not all people respond to ideas and experiences in the same way

What keeps us alive?

Year 3

Spring 1

Geography

Geographical Knowledge/Enquiry– We will be looking at Iron Age Hill Forts, where they occurred and how this affected survival of the people. We will look at the topography of a hill. We will also consider how the iron trade travelled around the world.

Geography – Geographical Enquiry

Year 3 Expected

- I can use some basic OS map symbols.
- I can begin to use 4 figure grid references.
- I can make accurate measurements of distances within 100km.
- I can confidently describe physical features in a locality.

DI

N/A

Art

Textiles – As fabric became more varied in the Iron Age, we will consider how fabric can be changed to achieve different textures and designs.

Textiles

Year 3 Expected

- I can add onto my work to create texture and shape.
- I can work with life size materials.
- I can use more than one type of stitch
- I can join fabric together to form a quilt using padding
- I can use sewing to add detail to a piece of work
- I can add texture to a piece of work.