

History

Bronze Age - During the Bronze Age, metal replacing stone meant an improvement in agriculture and changes in the way humans lived and survived. We will be learning how Bronze Age people grew food, accessed water and made clothes in order to keep themselves alive.

Knowledge and Interpretation

Year 3 Expected

- a) I appreciate that the early Brits would not have communicated as we do or have eaten as we
- b) I can begin to picture what life would have been like for the early settlers.
- e) I can suggest why certain events happened as they did in history
- f) I can suggest why certain people acted as they did in history

Historical Enquiry

Year 3 Expected

- a) I recognise the part that archaeologists have had in helping us understand more about what happened in the past
- b) I can use various sources of evidence to answer questions.
- c) I can use various sources to piece together information about a period in history
- d) I can research a specific event from the past.
- e) I can use my information finding skills in writing
- f) I can, through research, identify similarities and differences between given periods in history

Year 3 Exceeding

- a) I can begin to use more than one source of information to bring together a conclusion about an historical event
- b) I can use specific search engines on the Internet to help me find information more rapidly.

Mathematics

Addition and Subtraction

Multiplication and Division

Fractions

Money

Statistics

Computing

We will be programming journeys in Scratch. We will need to give Scratch Cat directional instructions to collect objects needed to keep him alive.

Algorithms and Programs

- a) I can experiment with variables to control models.
- b) I can use 90 degrees and 45 degrees turns.
- c) I can give an on-screen robot directional instructions.
- d) I can draw a square, rectangle and other regular shapes on screen, using commands.
- e) I can write more complex programs.

E-Safety

- a) I know the difference between online communication tools used in school and those used at home.
- b) I understand the need to develop an alias for some public online use.

Science

Animals, including humans – We will consider why we need food to survive and how diet can affect our health. We will use our knowledge to design a meal and exercise plan that will encourage a healthy lifestyle allowing us to live a longer life.

Science (animals, including humans)

Year 3 Expected

- a) I can explain the importance of a nutritionally balanced diet
- b) I can describe how nutrients, water and oxygen are transported within animals and humans.
- c) I can identify that animals, including humans, cannot make my own food: they get nutrition from what they eat.
- d) I can describe and explain the skeletal system of a human
- e) I can describe and explain the muscular system of a human.

Year 3 Exceeding

- a) I can explain how the muscular and skeletal systems work together to create movement
- b) I can classify living things and non-living things by a number of characteristics that they have.
- c) I can explain how people, weather and the environment can affect living things
- d) I can explain how certain living things depend on one another to survive

What keeps us alive? Year 3 Spring 1

English

Key texts: *The Boy with the Bronze Axe* (How did the introduction of metal tools change the way people lived/survived and how did this affect people?), *Bronze Age EBook* (writing a non-fiction explanation text about how Bronze Age people lived)

Genres:

Narrative
Non-Fiction Explanation Texts
Non-Chronological Report
Diary Entries

- 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

Link musical notation to sounds to create a piece of music that describes the body systems e.g. blood traveling around the body, food being digested.

Music (performing)

Year 3 Expected:

- a) I can improve my work; explaining how it has improved
- b) I can use musical words (the elements of music) to describe a piece of music and compositions.
- c) I can use musical words to describe what I like and dislike.

Year 3 Exceeding

- a) I can work with a partner to create a piece of music using more than one instrument.
- b) I can perform a simple part rhythmically
- c) I can sing songs from memory with accurate pitch
- d) I can improvise using repeated patterns

Music (composing)

Year 3 Expected:

- a) I can use different elements in my composition.
- b) I can create repeated patterns with different instruments.
- c) I can combine different sounds to create a tune.

Year 3 Exceeding

- a) I understand metre in 2 and 3 beats; then 4 and 5 beats.
- b) I understand how the use of tempo can provide contrast within a piece of music

P.E

Dance

Year 3 Expected

- I improvise freely, translating ideas from a stimulus into movement.
- I can create dance phrases that communicate ideas.
- I share and create phrases with a partner and in small groups.
- I can repeat, remember and perform these phrases in
- I use dynamic, rhythmic and expressive qualities clearly and with control
- I understand the importance of warming-up and cooling-down.
- I recognise and talk about the movements used and the expressive qualities of dance
- I can suggest improvements to my own and other people's dances

Year 3 Exceeding

- I use a wide range of movements when improvising
- I can choose appropriate movements to express the idea, mood and feeling of a dance
- I can take the lead when creating dances with a partner or in a group
- I show a greater understanding of how to compose dance phrases
- I can show greater fluency and control in my movements
- I interpret rhythm well, using a range of musical accompaniments
- I interpret and express my thoughts clearly when taking about dance
- I can make appropriate suggestions about how work could be improved
- I can respond imaginatively to a range of stimulus related to character and narrative

Note - Y3OS – Swimming

PSHE – One Life Spring 1

- I understand the difference between “good touching” and “bad touching”.
- I can explain what personal space means.
- I can identify different types of family.
- I can identify what makes me and others happy.
- I understand that rest and relaxation is important for happiness.
- I can identify what makes myself and others unhealthy.
- I understand ways to overcome barriers to reach my goals.

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.

What keeps us alive?

Year 3

Spring 1

Geography

Geographical Knowledge/Enquiry– Trading routes from the Middle East through into Europe allowed copper, tin and metal work to be available in Britain. Travel routes brought settlers who were able to teach new agricultural skills.

Geography – Geographical Enquiry

Year 3 Expected

- I use correct geographical words to describe a place and the events that happen there
- I can identify key features of a locality by using a map.
- I can begin to use 4 figure grid references.
- I can accurately plot NSEW on a map.
- I can use some basic OS map symbols
- I can make accurate measurement of distances within 100Km

Year 3 Exceeding

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

Geography – Geographical Knowledge

Year 3 Expected

- 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

Year 3 Exceeding

- I can name the two largest seas around Europe

DI

**Food and Nutrition – How does food keep us alive?
How can we ensure our meals are healthy? What is a balanced diet? Design and create a healthy meal.**

Year 3 Emerging

- I can describe the properties of the ingredients I am using
- I can explain what it means to be hygienic
- I am hygienic in the kitchen.

Year 3 Expected

- I can choose the right ingredients for a product
- I can use equipment safely
- I can make sure that my products looks attractive
- I can describe how combined ingredients come together.

R.E

Special Places

What can we learn about Christian symbols and beliefs by visiting churches?

- I can describe beliefs and practices within Christianity e.g. describe some Christians beliefs about God.
- I can link religious stories and teaching to the beliefs that underlie them e.g. belief in Jesus as Son of God shown through miracle stories.
- I can give a view and support with a plausible reason.
- I can reflect on my own beliefs, feelings, values, attitudes and experiences.
- I show understanding that not all people respond to ideas and experiences in the same way.

Art

Printing – During the Bronze Age ornamental and decorative designs on helmets, body armour, swords, axe-heads and other weapons became more widespread. Replicate these designs using printing methods.

Year 3 Emerging (printing)

- I can create a print using pressing, rolling, rubbing and stamping
- I can create a print like a designer.

Year 3 Expected

- I can make a printing block
- I can make a 2 colour print.

Year 3 Expected (knowledge)

- I can compare the work of different artists.
- I can explore work from other cultures.
- I can explore work from other periods of time.