

Year 3		Autumn Term: Through the Ages
Subject	Key end points in learning	
Reading	<p>Apply phonic knowledge to decode quickly and accurately.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to begin to read aloud.</p> <p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Begin to make simple inferences.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Use dictionaries to check the meaning of words read.</p>	
English - Writing	<p>I can write a flashback narrative (Stone Age Boy) FICTION</p> <p>I can write a formal letter using my writers knowledge (Iron Man). FICTION</p> <p>I can write a character description (Iron Man) FICTION</p>	
Maths	<p><u>Unit 1: Numbers to 100</u></p> <p>I can count to and across 1,000, forwards and backwards from any given number.</p> <p>I can count, read and write numbers to 1,000 in numerals; count in multiples of, fifties and hundreds.</p> <p>I can recognise the place value of each digit in a three-digit number. (hundred, tens, ones)</p> <p>I can identify, represent and estimate numbers using different representations, including the number line.</p> <p>I can compare and order numbers from 0 up to 1,000; use >, < and = signs.</p> <p>I can count in steps of 4, 8, and 50 from 000, and in tens from any number, forward and backward.</p> <p><u>Unit 2: Addition and Subtraction (1)</u></p> <p>I can add and subtract numbers mentally.</p> <p>I can add and subtract numbers using formal written methods of columnar addition and subtraction</p> <p>I can solve problems including missing number problems</p> <p><u>Unit 3: Addition and Subtraction (2)</u></p> <p>I can add and subtract numbers using formal written methods of columnar addition and subtraction</p> <p>I can add and subtract numbers with up to three digits</p> <p>I can estimate the answer to a calculation</p> <p>I can solve problems including missing number problems</p> <p><u>Unit 4: Multiplication and Division (1)</u></p>	



	<p>I can write and calculate statements for multiplication and division using known multiplication facts</p> <p>I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>
Science	<p><u>Animals including humans</u></p> <p>I can explain the importance of a nutritious balanced diet.</p> <p>I can describe how nutrients, water and oxygen are transported within animals and humans.</p> <p>I can describe and explain the skeletal system of a human.</p> <p>I can describe and explain the muscular system of a human.</p> <p>I can use ideas to pose questions independently.</p>
Computing	<p><u>Computing Systems and Networks – Connecting Computers</u></p> <p>I can describe what an input is.</p> <p>I can identify input and output devices.</p> <p>I can explain that a computer accepts and input and processes it to produce and output.</p> <p>I can identify how changing the input can affect the output.</p> <p>I can recognise that computers can be connected to each other.</p> <p>I can explain how a computer network can be used to share information.</p> <p>I can explain the role of a switch, server and wireless access point in a network.</p> <p>I can identify network devices around me.</p> <p><u>Creating Media – Stop Frame Animation</u></p> <p>I can explain that animation is a sequence of drawings or photographs</p> <p>I can relate animated movement with a sequence of images</p> <p>I can plan an animation</p> <p>I can use onion skinning to help me make small changes between frames</p> <p>I can review and improve an animation</p> <p>I can evaluate the impact of adding other media to an animation</p>



Geography	<p><u>One Planet, Our World</u></p> <p>I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can name, locate and describe counties and cities in the United Kingdom.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Greenwich Meridian and time zones (including day and night).</p> <p>I can describe and understand key aspects of: physical geography, including: climate zones, and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle. I can describe human geography, including types of settlement and land use.</p> <p>I can analyse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass to locate geographical features on a place or on a map.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology (analyse data and identify patterns).</p>
History	<p><u>Through the Ages</u></p> <p>I can identify what life was like in the past – how people lived (during the history studied). I can identify what events happened and understand what happened as a result.</p> <p>I can describe how national changes affected my locality.</p> <p>I can use appropriate historical vocabulary to describe key features of a time period.</p> <p>I can develop an understanding of chronology by beginning to realise that the past can be divided into different periods of time.</p> <p>I can choose the most important source material for a task, showing awareness of a range of sources.</p> <p>I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
Art	<p><u>Contrast and Complement</u></p> <p>I can understand the properties of water colours.</p> <p>I can use watercolours to create different techniques.</p> <p>I can learn about significant artist (Claude Monet).</p>



	<p>I can discuss the similarities and differences between different pieces of work.</p> <p>I can discuss colour theory.</p> <p>I can use contrast colours, complimentary colours and warm and cool colours to create my final piece.</p> <p>I can reflect and evaluate my final piece.</p> <p><u>Prehistoric Pots</u></p> <p>I can create an observational drawing.</p> <p>I can learn about a significant artist (Bell Beaker).</p> <p>I can use natural objects to create marks and patterns on different surfaces.</p> <p>I can create my final piece (beaker pot) using clay.</p> <p>I can reflect and evaluate my final piece.</p>
DT	<p><u>Food Nutrition - Cook Well, Eat Well</u></p> <p>I can understand the principles of a healthy varied diet and identify the main food groups.</p> <p>I can prepare and cook a savoury dish.</p> <p>I can understand that certain foods grow in certain seasons.</p> <p>I can evaluate my product and explain ways I can make it better..</p>
Music	<p><u>Let your Sprit Fly – Autumn 1</u></p> <p><u>Glockenspiel Stage 1– Autumn 2</u></p> <p>I can name five songs from memory and who sang them or wrote them.</p> <p>I know the style of the five songs.</p> <p>I can choose one song and be able to talk about:</p> <p>I know musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>I can identify the main sections of the song (introduction, verse, chorus etc.).</p> <p>I can name some of the instruments they heard in the song.</p> <p>I can find and demonstrate the pulse.</p> <p>I know the difference between pulse and rhythm.</p> <p>I know how pulse, rhythm and pitch work together to create a song.</p> <p>I know that every piece of music has a pulse/steady beat.</p>



	<p>I know the difference between a musical question and an answer.</p> <p>I know and am able to talk about: Singing in a group can be called a choir</p> <p>I can sing as part of an ensemble or large group.</p> <p>I understand why you must warm up your voice.</p> <p>I understand and am able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>I know and am able to talk about improvisation.</p> <p>I know when someone improvises, they make up their own tune that has never been heard before.</p> <p>I can use one or two notes confidently is better than using five.</p>
R.E	<p><u>What do many Christians learn from the Creation Story?</u></p> <p>I can say where Creation belongs in the 'Big Story' of the Bible.</p> <p>I can name different stories of the Bible.</p> <p>I can explain key elements of Bible stories</p> <p>I can give examples of how Christians uphold the Christian beliefs.</p> <p>I can make connections between Christian's beliefs and how to look after the world.</p> <p>I can recognise different denominations of Christianity.</p> <p>I can order the 5 parts of the 'Big Story'.</p> <p><u>What is it like for someone to follow God?</u></p> <p>I can identify stories from the Old Testament.</p> <p>I can say what emotions characters from the stories are feeling.</p> <p>I can explain the terms 'righteous' and 'covenant' mean.</p> <p>I can discuss and given examples of covenants.</p> <p>I can give examples of the promises that Christians make to God.</p> <p>I can identify main events in a Bible story.</p>
P.E	<p><u>Real PE Personal (Autumn 1)</u></p> <p>Coordination: Footwork</p> <p>I can hopscotch forwards and backwards, alternating my hopping leg each time.</p> <p>I can complete 3 step zigzag patterns forwards. And backwards.</p> <p>Static Balance: One Leg</p>



	<p>Maintaining balance and on both legs, I can stand still for 30 seconds with eyes closed, complete 5 squats and 5 ankle extensions.</p> <p><u>Real Gym (Autumn 1)</u></p> <p>I can explore shapes and travel using different pathways to begin to link to create and develop sequences.</p> <p>I can consolidate and perform sequences using a variety of rotations, levels, speeds and directions.</p> <p><u>Real PE Social (Autumn 2)</u></p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>I can jump from 2 feet to 2 feet with 180 degree turn in either direction.</p> <p>I can complete a tucked jump and a tucked jump with 180 degree turn in either direction.</p> <p>Static Balance: Seated</p> <p>In a seated position with no hands or feet touching the floor: I can pick up a cone from one side and places it on the other side with the same hand. I can then return it to the opposite side using the other hand.</p> <p>I can sit in a dish shape with straight arms and legs and hold it for 5 seconds.</p> <p><u>Real Gym (Autumn 2)</u></p> <p>I can consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating low apparatus.</p> <p>I can consolidate and perform sequences using a variety of balances, directions and levels.</p>
PSHE	<p><u>How can we be a good friend? (Autumn 1)</u></p> <p>I can recognise how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</p> <p>I can recognise if others are feeling lonely and excluded and strategies to include them.</p> <p>I can recognise how to build good friendships, including identifying qualities that contribute to positive relationships.</p>



	<p>I can recognise that friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends.</p> <p><u>What keeps us safe? (Autumn 2)</u></p> <p>I can recognise hazards that may cause harm or injury.</p> <p>I can recognise how to keep my body protected and safe.</p> <p>I can recognise that my body belongs to me and should not be hurt or touched by someone without my permission.</p> <p>I can recognise how to respond to pressure to do something that makes me feel unsafe.</p> <p>I can recognise how everyday health and hygiene rules and routines help people stay safe and healthy.</p> <p>I can recognise how to react and respond if there is an accident and how to deal with minor injuries.</p> <p>I understand what to do in an emergency.</p>
Spanish	<p>Listening</p> <p>I can recognise familiar words and short phrases covered in the units taught.</p> <p>Speaking</p> <p>I can communicate with others using simple words and short phrases covered in the units.</p> <p>Ask and answer the question 'How are you?' in Spanish.</p> <p>Say 'Hello' and 'Goodbye' in Spanish.</p> <p>Ask and answer the question 'What is your name?' in Spanish.</p> <p>Count from 1-10 in Spanish.</p> <p>Say 10 colours in Spanish.</p> <p>Reading</p> <p>I can read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>I can pinpoint Spain and other Spanish speaking countries on a map of the world.</p>