

Science:

Rocks

- 1) I can observe and compare rocks.
- 2) I can group rocks according to observable characteristics.
- 3) I can identify differences between rocks by testing.
- 4) I can explain what a fossil is.
- 5) I can describe how fossils are formed.
- 6) I know that soils are formed from rocks.
- 7) I know that different types of rock make different types of soil.

Forces

- 1) I can compare how things move on different surfaces
- 2) I can notice that some forces need contact between two objects, but magnetic forces can act at a distance
- 3) I can observe how magnets attract or repel each other
- 4) I can classify magnetic and non magnetic materials
- 5) I can describe magnets as having two poles
- 6) I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing:

We are programmers

- 1) To use conditional statements.
- 2) To use logical reasoning to debug a program.
- 3) To use ideas and sequences from other programs.
- 4) To use the paint function to create my own sprite/background.

Scratch, Powerpoint

We are bug fixers

- 5) use logical reasoning to debug a program.
 - 6) identify bugs in programs.
 - 7) understand how programs work.
- Scratch, Powerpoint

Trips, Visitors and Outdoor Learning:

History:

Investigate and interpret the past

- 1) Use evidence to ask questions and find answers to questions about the past
- 2) Suggest suitable sources of evidence for historical enquiries.
- 3) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

To build an overview of world history

- 4) Give a broad overview of life in Britain.
- 5) Compare some of the times studied with those of other areas of interest around the world.
- 6) Describe the social, ethnic, cultural or religious diversity of past society.
- 7) Describe changes that have happened in the locality of the school throughout History.
- 8) Describe the social, ethnic, cultural or religious diversity of a past society.
- 9) To understand chronology
- 10) To place events, artefacts and historical figures on a timeline using dates.
- 11) Understand the concepts of change over time representing this along with evidence on a time line.
- 12) Use dates and terms to describe events.

Programme of Study

Topic: What have the Romans ever done for us?

Year: 3

Term: Autumn

Geography:

To investigate places

- 1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 2) Use a range of resources to identify the key physical and human features of a location.
- 3) Name and locate the countries of Europe and identify the main physical and human characteristics.

To investigate pattern

- 4) Describe geographical similarities and differences between countries.

To communicate geographically

- 5) Describe key aspects of human geography including settlements and land use.

Art and Design:

- 1) Improve their mastery of artistic techniques such as mosaic.
- 2) Study the architecture of Ancient Rome: Coliseum, Forum, Verulamium, Viaducts, aqueducts
- 3) Record their observations in their sketch books using greater accuracy. (Drawing)

Design and Technology:

- 1) Select from and use a wide range of tools and equipment to make a viaduct/aqueduct. (construction)
- 2) Apply their understanding of how to strengthen, stiffen and reinforce more complex structures(Construction)
- 3) Understand how key events and individuals in DT have helped to shape the world.

RE

Christianity: A local parish Church

Christianity: A second place of worship and the bible

- 1) Identify religious artefacts and explain how and why they are used
- 2) Describe religious buildings and explain how they are used
- 3) Explain some of the religious practices of both clerics and individuals
- 4) Identify religious symbols in literature and the arts.

Music:

- 1) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 2) Listen with attention to detail and recall sounds with increasing aural memory.
- 3) Use and understand staff and other musical notations.
- 4) Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- 5) Develop an understanding of the history of music.

(Listen to a range of film music with battle scenes)

Languages:

- 1) Listen attentively to spoken language and show understanding by joining in.
- 2) Appreciate stories songs, poems and rhymes in the language.
- 3) Describe people, places, things and actions orally to range of audience.
- 4) Understand basic grammar appropriate to the language being studied, including the relevant feminine and masculine.
- 5) Develop accurate pronunciation and intonation so that others understand when they are reading aloud.

National/International Links:

Physical Education:

- 1) Use running, jumping, throwing, catching and kicking in isolation and combination.
- 2) Play competitive games and apply basic principles suitable for attacking and defending.
- 3) Develop flexibility, strength, technique, control and balance.
- 4) Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 5) Perform dances using a range of movement patterns.