

History

Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?
Can they describe events from the past using dates when things happened?
Can they describe events and periods using the words: ancient and century?
Can they use a timeline within a specific time in history to set out the order things may have happened?
Can they use their mathematical knowledge to work out how long ago events would have happened?
Can they set out on a timeline, within a given period, what special events took place?

Knowledge & Interpretation

Can they recount some interesting facts from an historical event, such as where the fire of London started? (Y2)
Can they explain why Britain has a special history by naming some famous events and some famous people? (Y2)

Historical Enquiry

Can they use various sources of evidence to answer questions?
Can they use various sources to piece together information about a period in history?
Can they research a specific event from the past?
Can they use their 'information finding' skills in writing to help them write about historical information?
Can they begin to use more than one source of information to bring together a conclusion about an historical event?

Black History Month 2019

Can they use a timeline within a specific time in history to set out the order things may have happened?
Can they research a specific event from the past?
Can they use their 'information finding' skills in writing to help them write about historical information?

Geography

Geographical Enquiry

Do they use correct geographical words to describe a place and the things that happen there?
Can they identify key features of a locality by using a map?
Can they begin to use a 4 figure grid references?

Physical Geography

Can they use maps and atlases appropriately by using contents and indexes?
Can they describe how volcanoes are created?
Can they describe how earthquakes are created?
Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?

Human Geography

Can they describe how volcanoes have an impact on people's life?

Geographical Knowledge

Can they locate and name some of the world's most famous volcanoes?
Are they aware of different weather in different parts of the world, especially Europe?

Science

Forces and Magnets

Can they compare how things move on different surfaces?
Can they observe that magnetic forces can be transmitted without direct contact?
Can they observe how some magnets attract or repel each other?
Can they classify which materials are attracted to magnets and which are not?
Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
Can they identify some magnetic materials?
Can they describe magnets have having two poles (N & S)?
Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they write programs that accomplish specific goals?

Information Technology

Can they use search technologies effectively?
Can they collect information?
Can they design and create content?
Can they present information?

Digital Literacy

Can they use technology safely?
Can they use technology respectfully?
Can they use technology responsibly?

Languages

Listening & Responding

Do they understand short passages made up of familiar language?
So they understand instructions, messages and dialogues within short passages?
Can they identify and note the main points and give a personal response on passage?

Speaking

Can they have a short conversation where they are saying 2-3 things?
Can they use short phrases to give a personal response?

PSHE

Safety & Risk

What are the rules that keep us safe?

Feelings & Friendship

What can we do about bullying?

RE (Buddhism: The Buddha; Peace)

Key Questions

What is a Buddha?
How did the Buddha teach that people should live?
What do Christians believe about Peace?
How do Christians try to demonstrate Peace?
From where do Christians get their attitudes towards Peace?
How are Christian values about Peace similar to those of other faiths?
Why is Christmas celebrated in different ways around the world?
What do all Christians share about Christmas?

Music

Performing

Do they sing in tune with expression?
Do they control their voice when singing?
Can they play clear notes on instruments?

Composing

Can they combine different sounds to create a specific mood or feeling?

Appraising

Can they improve their work; explaining how it has improved?

*Ukulele lessons take place in Year 3, although Music Express will be used alongside these lessons

PE (Rising Stars – Fitness Frenzy & Mighty Movers)

Art

Drawing

Can they show facial expressions in their drawings?
Can they use their sketches to produce a final piece of work?
Can they write an explanation of their sketch in notes?
Can they use different grades of pencil shade, to show different tones and texture?

Painting

Can they predict with accuracy the colours that they mix?
Do they know where each of the primary and secondary colours sits on the colour wheel?
Can they create a background using a wash?
Can they use a range of brushes to create different effects?

Sketch books

Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
Can they make notes in their sketch books about techniques used by artists?
Can they suggest improvements to their work by keeping notes in their sketch books?

Use of IT

Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
Can they use the web to research an artists or style of art?

Knowledge

Can they compare the work of different artists?
Can they explore work from other cultures?
Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

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Drawing & Knowledge will be covered as part of a Whole School Art Project linked with BHM.

Design & Technology

Cooking and Nutrition

Can they choose the right ingredients for a product?
Can they use equipment safely?
Can they make sure that their product looks attractive?
Can they describe how their combined ingredients come together?

*Design process to built upon over series of lessons

Year 3 Autumn Topic Puzzle Dangerous Disasters



Home Learning Opportunities

Ideas of places you could visit:

- The Great Fire of London walk
- View from the Monument
- Visit Pudding Lane
- St. Paul's Cathedral
- Museum of London
- Natural History Museum - Volcanoes

Other possible ideas to do at home:

- Look at maps and plot the route of the fire
- Compare London from then and to now
- <http://www.fireoflondon.org.uk/the-game/>
- Visit the library to read books on disasters

Look through the '50 things to do before you're 11 ¾' by The National Trust – How many can you tick off?