

<p style="text-align: center;">English</p> <p>Reading: I can discuss and retell a range of age-appropriate texts including fairy stories, myths and legends. I can share what I already know about a topic or text. I can ask questions about what I have read. I can read aloud with correct volume and action. I can identify the main idea of a text. I can retrieve and describe facts and details about characters, settings and events from fiction. I can scan a text to find and copy key words and phrases from it, to answer questions about the text. I can make inferences from a text. I can predict what will happen next in a text based on what has been read so far. I can sequence key events in a fiction or non-fiction text.</p> <p>Writing: I can write neatly where my letters are the same size and spaced well and my writing is legible. I can add the -ly suffix to an adjective to form a verb correctly including exceptions such as happily. I understand the rules for using the prefixes il, im, ir and in. I know the meaning of various prefixes e.g. dis, mis, auto, inter. I can spell many words that are often misspelt from the year 3 and 4 word list. I can choose the correct spelling for homophones for the meaning needed. I am beginning to use inverted commas to punctuate direct speech. I can identify the audience and purpose for a piece of writing. I can use varied and rich vocabulary e.g. by expanding noun phrases, using adverbs, precise verbs and prepositions. I can use a range of sentence structures e.g. simple, compound and subordinating clauses. I know how to up-level and edit after evaluation and feedback.</p>	<p style="text-align: center;">Maths</p> <p>Multiplication and Division: I can explore commutativity 100. I can explore inverse operations 100. I can recall multiplication and division facts (2, 3, 4, 5 and 10x). I can recall multiplication and division facts using inverse (3x). I can solve correspondence problems. I can use bar models to represent word problems. I can use knowledge of factors and multiples.</p> <p>Deriving Multiplication and Division Facts: I can divide a 2-digit number (no regrouping). I can link place value with multiplication. I can multiply a 2-digit number (regrouping). I can multiply and divide by 10 and 100. I can solve multiplication and division word problems. I can use derived facts</p> <p>Time: I can calculate and compare intervals given start and finish times 100. I can measure intervals of time in seconds and minutes and seconds. I can read analogue clocks to the nearest minute. I can read and order times in words, analogue or 12-hour digital formats. I can solve problems using knowledge and understanding of time. I can tell the time using AM and PM.</p> <p>Fractions: I can add and subtract fractions with the same denominator. I can compare unit fractions. I can find non-unit fractions of a given quantity. I can recognise equivalent fractions. I can recognise parts that are equal and not equal. I can represent fractions using Cuisenaire.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Animals Including Humans</p> <p>I know that animals cannot make their own food. I know that animals, including humans, need the right amounts and types of food. I know the ways in which nutrients and water are transported within animals, including humans. I know that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p style="text-align: center;">Skeletons and Muscles</p> <p>I can name bones using everyday language. I can compare different bones. I can explain the functions of different bones. I know muscles act in pairs and are attached to bones. I know that muscles move in order to make bones move.</p>			
<p style="text-align: center;">History & Geography</p> <p style="text-align: center;">Stone Age to Iron Age</p> <p>I can describe events and periods using the words BC, AD, century and decade. I can use a timeline within a specific time of history to set out the order in which things happened. I know how Britain changed between the beginning of the Stone Age and the Iron Age. I know the main differences between the Stone, Bronze and Iron Ages. I can use various sources of evidence to answer questions. I can, through research, identify similarities and differences between given periods of history. I can name, locate and describe the four countries within the UK as well as their capital cities. I can understand the link between symbols and real places. I can identify the seven continents (by shape and position) and the oceans which surround them.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">What do different people believe about God?</p> <p>I can talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God. I can find some examples of how we know about something we have not seen or experienced for ourselves. I can explore some of the ways in which Christianity expresses ideas about God Explore some of the ways in which Islam expresses ideas about Allah / God I can explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses I can examine similarities and differences between varied ideas about God. I can explore the influence believing in God has on the lives of believers. I can explore the fact that many people do not believe in God. I can reflect on pupils' own questions and ideas about God in light of their learning.</p>	<div style="text-align: center;">  <h1 style="margin: 0;">Year 3</h1> <h2 style="margin: 0;">Spring Term</h2> <h1 style="margin: 0;">Curriculum Overview</h1>  </div>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Keeping Safe</p> <p>I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation. - can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p> <p style="text-align: center;">Rights and Respect</p> <p>I can identify people who help me in different ways. I can spot 'facts' and 'opinions' to help me share ideas. I can make a plan. I can choose a method. I can identify different times and reasons to spend money. I can give examples of how people earn money</p>		
<p style="text-align: center;">Computing</p> <p style="text-align: center;">We are bug fixers</p> <p>I can find errors in programs using different strategies. I can build resilience and strategies for problem solving. I have an increased knowledge and understanding of Scratch.</p> <p style="text-align: center;">We are who we are</p> <p>I can create a series of presentations, including a narrated presentation. I can consider issues of trust and privacy when sharing information.</p>	<p style="text-align: center;">Art/Design Technology</p> <p style="text-align: center;">Prehistoric painting</p> <p>I can select and use a variety of painting techniques, including applying my drawing skills, using my knowledge of colour mixing and making choices about suitable tools for a task. I can mix colours with greater accuracy and begin to consider how colours can be used expressively. I can modify chosen collage materials in a range of ways.</p> <p style="text-align: center;">Mechanical systems: Pneumatic Toys</p> <p>I can design and create a toy that uses a pneumatic system.</p>		<p style="text-align: center;">Modern Languages</p> <p>I can listen and show understanding of words. I can listen and identify rhyming words and particular sounds in songs and rhymes I can name objects and actions and links words with a connective in simple rehearsed sentences I can read and show understanding of familiar single words. I can join in with actions to accompany familiar songs, stories and rhymes and say some of the words I can use the knowledge of the sound of some of the letter strings, read aloud or say individual sounds.</p>		
		<p style="text-align: center;">Music</p> <p>I can describe the structure of a song. I can identify the instruments within a song. I know the difference between pulse and rhythm. I can play instrumental parts accurately and in time as part of a performance I can contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.</p>	<p style="text-align: center;">PE</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1545 1342 1850 1573"> <p style="text-align: center;">Gymnastics</p> <p>Symmetry & Asymmetry Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus</p> </td> <td data-bbox="1850 1342 2199 1573"> <p style="text-align: center;">Dance</p> <p>Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character.</p> </td> </tr> </table>	<p style="text-align: center;">Gymnastics</p> <p>Symmetry & Asymmetry Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus</p>	<p style="text-align: center;">Dance</p> <p>Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character.</p>
<p style="text-align: center;">Gymnastics</p> <p>Symmetry & Asymmetry Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus</p>	<p style="text-align: center;">Dance</p> <p>Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character.</p>				