

Music

Perform patterns a regular pulse.

Play simple rhythmic patterns on an instrument. Sing or clap, increasing and decreasing tempo. Order sounds to produce a beginning, middle and end. Create music in response to different starting points, choose sounds which create an effect and improve my own work. Sing, follow a melody, increasing and decreasing tempo. Listen out for particular things when listening to music. Use symbols to represent sounds. Make connections between notations and musical sounds.

History

Explain some of the times when Britain has been

Describe events from the past using dates when things happened. Use a timeline within a specific period of history to set out the order that things may have happened. Research in order to find similarities and differences between two or more periods of history. Use my mathematical knowledge to work out how long ago events happened. Use research skills to find answers to specific historical questions.

Friendships and Relationships

Healthy Eating - Create a fruit salad and plan a meal-going to a cafe

Respect yourself - know what I can do, know our bodies, understand how we are the same and different, importance of hygiene and NSPCC-Safe Touching
R.E. - Respect for everyone, Symbols of belonging (Hinduism, Christianity and Islam), Holy words and the scriptures and Beginning to learn from Islam (Mosques and religious buildings)
Relationships - Who are my friends, how we make friends, why they are important and what to do when things go wrong.
Growing up - how we and our 'world' changes and how to cope with change.
What can we do - Explore what children of different ages can or can't do.
Rights, Responsibilities and British Values - Gain an understanding of the British Monarchy, rules and responsibilities, tolerance, how our behaviour affects our lives and voting.

ICT

Create, organise, manipulate and retrieve digital content.

Create and debug simple programs. Input simple instructions to make an object move, Understand what algorithms are; how they are implemented as programs on digital devices. Use technology safely and respectfully, keeping personal information private and asking for help if unsure. Know information can be found using the internet.

DT

Think of an idea, plan what to do next and explain why I have chosen specific textiles.

Choose tools and materials, explain why I have chosen them and join materials and components in different ways. Measure materials to use in a model or structure. Explain what went well with my work. Describe the ingredients I am using.

Geography

Locate and name some of the world's most famous volcanoes.

Name a number of countries in the northern hemisphere. Name and locate the capital cities of neighbouring European countries. Describe how volcanoes are created. Describe how earthquakes are created. Use some basic Ordnance Survey map symbols. Use grid references on a map. Use the correct geographical words to describe a place. Use an atlas by using the index to find places.

Art

Explore the work of an artist create a piece of art in response.

Use charcoal, 3 different types of pencil, pastel and printing to create art. Experiment with tools to make a sculpture. Use different effects within an IT paint package. Use a viewfinder to focus on a specific part of an artefact before drawing it. Mix paint to create all the secondary colours, also using white and black to create tints and tones.

PE

Use hitting, kicking and/or rolling in a game and decide the best space to be in during a game.

Use one tactic in a game and follow rules. Plan, perform and improve a sequence of movements. I can think of more than one way to create a sequence which follows some 'rules'. Change rhythm, speed, level and direction in my dance with control and co-ordination. Use dance to show a mood or feeling. Copy and remember actions. Talk about what is different from what I did and what someone else did.

Year 3