

<p><u>History</u></p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened • Use a timeline set out the order that things happened. • Use my Maths skills to work out how long ago things happened • Explain some of the times when Britain has been invaded • Use research skills to find answers to historical questions • Research to find differences between different times in history 	<p style="text-align: center;">Year 3 Spring Term Topic: Romans</p>  <p><u>PE</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Computing</u></p> <p>Programming</p> <ul style="list-style-type: none"> • Put programming commands into a sequence to achieve a specific outcome • Keep testing my program and can recognise when I need to debug it • Break an open-ended problem up into smaller parts • Describe the algorithm I will need for a simple task
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Use an atlas to find places 		<p>Multimedia</p> <ul style="list-style-type: none"> • Combine a mixture of text, graphics and sound to share my ideas and learning
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Use sketches to produces a final piece of art • Use a range of brushes to create different effects in painting • Recognise when art is from different historical periods 		<p>Handling Data</p> <ul style="list-style-type: none"> • Search a ready-made database to answer questions • Add to a database • Make a branching database
<p><u>Design & Technology</u></p> <ul style="list-style-type: none"> • Prove that my design meets a set criteria • Follow a step-by-step plan • Choose the correct equipment and materials • Design a product and make sure it is attractive • Choose materials for their suitability and appearance • Select the most appropriate tools for a given task • Work accurately to measure and cut 		<p>Technology in our Lives</p> <ul style="list-style-type: none"> • Use search tools to find and use an appropriate website • Save and retrieve work on the Internet, the school network, or my own device. • Talk about the parts of a computer
<p><u>Music</u></p> <ul style="list-style-type: none"> • Sing a tune with expression 		<p>e-Safety</p> <ul style="list-style-type: none"> • Talk about what makes a secure password and why they are important <p>Use the safety features of websites as well as reporting concerns to an adult</p>
<p><u>MFL</u></p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 		

<p><u>Science</u></p> <p>Animals, including Humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers Gather, record and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from 	<p><u>Maths</u></p> <p>Number/Calculation</p> <ul style="list-style-type: none"> Learn 3, 4 & 8x tables Secure place value to 100 Compare and order numbers up to four digits Find 10 or 100 more or less than a number Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits Written column addition & subtraction Solve number problems, including multiplication & simple division and missing number problems Use inverse to check calculations <p>Geometry & Measures</p> <ul style="list-style-type: none"> Measure & calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII; tell time Tell time to the nearest minute Calculate using simple time problems Draw 2-d / Make 3-d shapes Identify and use right angles Identify horizontal, vertical, perpendicular and parallel lines <p>Fractions & decimals</p> <ul style="list-style-type: none"> Use & count in tenths Recognise, find & write fractions Recognise some equivalent fractions Add/subtract fractions up to 1 Order fractions with common denominator <p>Data</p> <ul style="list-style-type: none"> Interpret bar charts & pictograms 	<p><u>English</u></p> <p>Fiction</p> <ul style="list-style-type: none"> Myths and legends Stories in a familiar setting <p>Non-Fiction</p> <ul style="list-style-type: none"> Recount Explanation texts <p>Grammar</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech 	<p><u>RE</u></p> <p>Celebrating Easter</p> <ul style="list-style-type: none"> Know that God the Father raised Jesus from the dead on Easter Sunday Know the stories of the appearance of Jesus on the road to Emmaus and to Thomas Know that because Jesus rose from the dead, so too will we Know the story of the coming of the Holy Spirit at Pentecost Understand how the coming of the Holy Spirit at Pentecost changed the disciples Reflect on times when we need the power of the Holy Spirit Celebrate a Pentecost liturgy <p>Being a Christian</p> <ul style="list-style-type: none"> Have some understanding of what being a Christian involves Know how St. Peter became a follower of Jesus Understand how St. Paul had to learn how to be a Christian identify the gifts God has given us and reflect on ways we can use these gifts know that we receive great graces from God to help us to be good Christians reflect on our hopes and dreams for ourselves, our family and the world
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<p>enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none">• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identify differences, similarities or changes related to simple scientific ideas and processes• Use straightforward scientific evidence to answer questions or to support their findings			
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