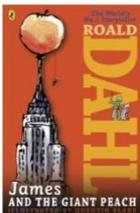
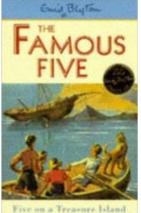


Year Three Term 6

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English	Reading for Enjoyment
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>King Midas</p>  <p>Story Plot: Character Flaw Toolkit Focus: Description people, objects Silver – Walter De la Mere – write own version Persuasive letter Take back my powers!</p> </div> <div style="text-align: center;">   </div> </div>
Mathematics	<p>Chapter 9 Time Chapter 11 Perimeter Revision of all 4 operations</p>
Science	<p><b>Animals, including humans</b></p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>Can they identify and group animals based upon observable features, how they move and what they eat?</li> <li>Can they make reasoned conjectures about what would happen if humans didn't have skeletons?</li> <li>Can they compare and contrast the diet of different animals?</li> <li>Can they research different food groups in order to find out their impact upon health?</li> </ul> <p><u>Knowledge &amp; Understanding</u></p> <ul style="list-style-type: none"> <li>Can they explain the importance of a nutritionally balanced diet?</li> <li>Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?</li> <li>Can they describe and the skeletal system of a human and explain why it is needed for support, movement &amp; protection?</li> <li>Can they describe and explain the muscular system of a human and explain why it is needed for support, movement &amp; protection?</li> <li>Can they explain how the muscular and skeletal systems work together to enable movement?</li> </ul>
History	No History
Geography	No geography
Computing	Scratch Debugging
Religious Education	What do Sikhs say about Sikh belief?
Physical Education	<p><b>Athletics</b></p> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>Can they explain why it is important to warm-up and cool-down?</li> <li>Can they identify some muscle groups used in gymnastic activities?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>Can they select and use the most appropriate skills, actions or ideas?</li> <li>Can they move and use actions with co-ordination and control?</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Can they run at fast, medium and slow speeds, changing speed and direction?</li> <li>Can they link running and jumping activities with some fluency, control and consistency?</li> <li>Can they make up and repeat a short sequence of linked jumps?</li> <li>Can they take part in a relay activity, remembering when to run and what to do?</li> <li>Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>Can they explain how their work is similar and different from that of others?</li> <li>With help, do they recognise how performances could be improved?</li> </ul>
Art and Design	No Art
Design and technology	<p><b>Photograph Frames</b></p> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>Do they use the most appropriate materials?</li> <li>Can they work accurately to make cuts and holes?</li> <li>Can they join materials?</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Can they join textiles of different types in different ways?</li> <li>Can they choose textiles both for their appearance and also qualities?</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they show that their design meets a range of requirements?</li> <li>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> <li>Can they describe their design using an accurately labelled sketch and words?</li> <li>How realistic is their plan?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they use equipment and tools accurately?</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Can they explain what they changed which made their design even better?</li> </ul>
Music	<p><b>Exploring Singing Games</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Do they sing in tune with expression?</li> <li>Do they control their voice when singing?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>Can they improve their work; explaining how it has improved?</li> </ul>

French	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>-Do they understand a range of familiar statements?</li> <li>-Do they understand a range of familiar questions?</li> </ul> <p>May need items repeated.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Can they give short and simple responses to what they see and hear?</li> <li>-Can they name and describe people?</li> <li>-Can they name and describe places?</li> <li>-Can they name and describe objects?</li> <li>-Can they use (set) phrases?</li> </ul> <p>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</p> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>-Can they read and understand short phrases?</li> <li>-Can they read aloud single words and phrases?</li> <li>-Can they use books or glossaries to find the meanings of new words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Can they copy a short familiar phrase?</li> <li>-Can they write or word-process set phrases we use in class?</li> </ul> <p>When they write familiar words from memory their spelling may be approximate.</p>
PSHE	<p><b>e-safety lesson</b></p> <p><b>Changing Me (including sex education)</b></p> <p><b>How babies grow</b> Do they understand that everyone is unique and special?</p> <p><b>Babies</b> Can they express how they feel when change happens?</p> <p><b>Outside body changes</b> Can they understand and respect the changes that they see in themselves?</p> <p><b>Inside body changes</b> Can they understand and respect the changes that they see in other people?</p> <p><b>Family stereotypes</b> Do they know who to ask for help if they are worried about change?</p> <p><b>Looking ahead</b> Are they looking forward to change?</p>
Enrichment	<p>Cultural Week Sports Days End of year trip</p>