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| **Non Negotiables**  **(Endpoints)**  **YEAR 3 TOPIC CYCLE A**  **(Year 3/4 Class – some of these end points may be achieved in Year 4 due to mixed age classes)** | | | |
|  | AUTUMN TERM  (Location , Location, Location) | SPRING TERM  (A British History) | SUMMER TERM  (Invaders and Settlers – Stone Age) |
| SCIENCE | **Y3 POS**  I can compare how things move on different surfaces.  I can notice that some forces need contact between two objects but magnetic forces can act at a distance.  I can observe how magnets attract or repel each other and attract some materials and not others.  I can compare and group together a variety of every day materials on the basis of whether they are attracted to a magnetic.  I can identify some magnetic materials.  I know magnets have two poles.  I can predict whether two magnets will repel or attract each other. | **Y3 POS**  I know that I need light in order to see things.  I know that darkness is the absence of light.  I know that shadows are formed when the light from a light source is blocked by an opaque object.  I can find patterns in the way that the size of shadows change.  I know that light is reflected from surfaces.  I know that the light from the Sun can be dangerous and that there are ways to protect my eyes.  **Y4 POS**  I can identify common appliances that run on electricity.  I can construct a simple series electrical circuit and name its basic parts.  I can identify whether or not a lamp will light in a simple series circuit.  I recognise that a switch opens and closes a circuit.  I can name some common conductors and insulators.  I know that metals are good conductors. | **Y3 POS**  I can identify and describe the parts of flowering plants.  I know what plants require for life and growth.  I can say how water is transported within plants.  I can explain the part that flowers play in the life cycle of flowering plants.  I can talk about pollination, seed formation and seed dispersal.  **Y4 POS**  I can compare and groups materials together according to whether they are solids, liquids and gases.  I know that some materials change state when they are heated and cooled and I can research the temperature at which it happens.  I can talk about evaporation and condensation and how temperature affects this.  I can explain how evaporation and condensation play a part in the water cycle. |
| ART | I can talk about the work of LS Lowry and Vivienne Westwood.  I can analyse the work of famous artists.  I can use my sketchbook to record and revisit observations.  I can use a range of drawing materials to improve and master my drawing techniques. | I can talk about the work of famous WW2 artist Eric Kenning.  I can print, roll, rub, stamp and recreate print using wax resist. | I can use a range of materials to recreate cave paintings. |
| DT | I can use research to inform my design for a ‘Vivienne Westwood accessory’  I can sketch my ideas.  I can investigate a range of existing products.  I can evaluate my own ideas and designs against given criteria.  I can select from a range of materials, tools and equipment to perform practical tasks.  I know how to cut, shape, join and finish accurately. | I can use an annotated sketch for a circuit diagram to design an Anderson shelter.  I can use an electrical system in my Anderson Shelter.  I can evaluate my Anderson shelter and understand how to stiffen, strengthen and reinforce the structure.  I can prepare a wartime dish using a range of cooking techniques.  I can talk about Percy Spencer the creator of the microwave. | I can select from a wider range of materials to make clay tools. |
| GEOGRAPHY | I can use 4 points of the compass and 4 figure grid references and symbols.  I can name and locate some the counties and cities of the UK.  I can use a key.  I use an Ordnance Survey Map to build on my knowledge of the UK and the wider world.  I can use fieldwork to record and present the human and physical features in our local area using a range of methods such as sketch maps and plans. | I can use a map to identify the locations in Europe and Russia that were involved in WW2  I can use aerial photographs to locate features and characteristics of countries and major cities.  I can locate the major cities in the UK that were affected by bombing raids.  I can talk about how the land changed during and after the war. | I can identify geographical regions of the UK and their human and physical characteristics, key topographical features and land use patterns.  I can talk the settlement of Skara Brae.  I understand that some of these patterns of this settlement have changed over time. |
| HISTORY | I can use a range of sources to answer historical questions.  I know how several aspects of national history are reflected in the locality.  I can talk about the cotton mills and reservoirs in my locality.  I can connect my new learning to historical concepts learnt previously using historical terms. | I can talk about a significant turning point in British history WW2.  I can say why WW2 started.  I can say where and when WW2 took place.  I can describe the Blitz.  I can order key dates on a timeline.  I know about how people protected themselves and the causes of evacuation.  I know why rationing happened and the impact it had on the people of Britain.    I can select key information from a range of sources to answer historical questions.  I understand what types of question are historically valid and how to find the answer. | I can talk about the development of lifestyle from the Palaeolithic to Neolithic eras.  I can say how we know about the Stone Age.  I can use artefacts, knowledge of historical sites like Stonehenge to find out about the Stone Age.  I know that the Stone age is from 3,000,000 BC up to 2400 BC.  I can order key dates on a timeline to demonstrate the chronology of British and World history.  I will use a range of sources to ask and answer historical questions about the Stone Age. |
| COMPUTING | **Branching Databases**I can create two groups of objects separated by one attribute and select an attribute to separate objects into groups  I can create a group of objects within an existing group.  I can create a branching database.  I can group objects using my own yes/no questions  I can test my branching database to see if it works.  I can suggest real-world uses for branching databases  I can present my data in a graph with a given number of fields. | **Desktop Publishing**  I can use some typing terminology.    I know and understand the correct way to sit at the keyboard.  I will learn how to use the home, top and bottom row keys.  I will practice typing with the left and right hand.  **Connecting Computers**  I can talk about how computers are connected.  I can send an email safely using Purplemash | **E-Safety**  I can use technology safely, respectfully and responsibly.  I can recognise acceptable/unacceptable behaviour and identify ways report concerns about content.  I know the importance of keeping passwords safe.  I know that not all information on the internet is real.  **Programming**  I can explain how a sprite moves in an existing project  I can create a program to move a sprite in four directions  I can adapt a program to a new context  I can develop my program by adding features  To identify and fix bugs in a program  I can design and create a maze-based challenge |
| MUSIC | I can perform in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression.  I can improvise and compose music for a range purposes.  I can listen with attention to detail and recall sounds with increasing aural memory. | I can play musical instruments in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression. | I can use and understand staff and other musical notations.  I can talk about music from different traditions, composers and musicians.  I begin to know about the history of music. |
| PE | **Basketball**  I can develop the attacking skill of dribbling and use protective dribbling against an opponent.  I can develop the bounce and chest pass and begin to recognise when to use them.  I can develop tracking and defending an opponent.  develop the technique for the set shot.  I am able to apply the skills, rules and tactics you have learnt to a mini tournament.  **Gymnastics**  I am able to create interesting point and patch balances.  I can develop stepping into shape jumps with control.  I can develop the straight, barrel, and forward roll.  I am able to transition smoothly into and out of balances.  I can create a sequence with matching and contrasting actions and shapes.  I can create a partner sequence incorporating equipment. | **Tennis**  I can develop racket and ball control.  I can develop returning the ball using a forehand groundstroke.  I am able to rally using a forehand.  I can develop the two handed backhand.  I know how to score and play against an opponent.  I can work collaboratively with a partner and compete against others.  **Dance**  **THEME: Machines**  I can create actions in response to a stimulus and move in unison with a partner.  I can create actions to move in contact with a partner or interact with a partner.  I can select and link appropriate actions and dynamics to show our dance idea. | **Cricket**  I can perform overarm throwing and catching.  I can perform underarm and overarm bowling techniques  I know how to grip the bat and develop batting technique.  I am able to field a ball using a two handed pick up and a short barrier.  I can apply skills learnt to mini cricket.  **Athletics**  I can develop my sprinting technique and improve on my personal best.  I can perform a changeover in relay events.  I can develop jumping technique in a range of approaches and take off positions.  I can develop throwing for distance and accuracy.  I can develop throwing for distance in a pull throw.  I can develop my officiating and performing skills. |
| PSHE | I can explore different kinds of responsibilities at school and in the community.  I can identify what being part of a community means  I can appreciate a range of identities un the UK  I can identify that differences and similarities between people arise from a number of factors  **I can** understand that my actions affect myself and others  I can identify the importance of working towards shared goals.  I can know how to recognise bullying and abuse it all its forms.  I can develop strategies for getting support for themselves or for others at risk understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour( including cyber bullying, prejudice-based language, ‘trolling’ | I can identify the role of voluntary and charity groups  I can understand different values and customs  I can explore how to manage money  I can explain the importance of money in people’s lives and how money is obtained  I understand the concepts of interest, loan, debt and tax  I can understand enterprise and begin to develop enterprise skills  I recognise how to make informed choices, predict and assess risks in different situations  I know where to get help and how to ask for help  I can distinguish between safe and harmful, know some substances can be harmful if misused  I recognise they have a shared responsibility for keeping themselves and others safe. | I recognise a wide range of emotions in m and myself and others  I can respond appropriately to a range of emotions in themselves and others  I can develop strategies to resolve disputes and to manage my emotions  I can deepen my understanding of good and not so good feelings and extend vocabulary to help explain the range and intensity of feelings  I can recognise conflicting emotions  I have an understanding that change can cause conflicting emotions  I acknowledge, explore and identify how to manage change positively    I know where to get help and how to ask for help |
| RE | I can suggest some good news ideas found in the gospels.  I can describe in detail two examples where the gospels encourage Christians to live as good news today.  I can compare and contrast the good news in the two stories studied with other Bible stories or teachings.  I can talk about some of the characteristics of different Christian communities.    I can describe characteristics of 3 different Christian communities.  I can talk about their differences and similarities and what it means to belong there.  I can suggest why there are differences between Christian communities. | I can describe what people can learn about the Kingdom of God from both the parables studied.  I can explore some questions people ask about the Kingdom of God and compare my answers with others.  I can suggest a number of meanings for the parables studied and link it to ideas about the Kingdom of God.  I can explain the part Judas and Peter played in betraying Jesus.  I can suggest why it was important for Jesus to forgive.  I can describe what Christians might learn from their behaviour.  I can suggest why Judas and Peter may have betrayed Jesus making links to life today. | I can explain what might be important in the Bible for Christians to follow.  I can relate important Christian values to a Christian’s life. I can say what Muslims say God is like.  I can compare some Muslims ideas to my own ideas about God.  I can understand and explain why the person of Muhammad is so revered as a prophet by Muslims by making reference to material studied. |
| MFL | I can listen to and respond to instructions in French.  I can name parts of the body, clothes and colours in French.  I can listen to and repeat simple phrases and answer questions in French.  I can write short sentences and phrases using new vocabulary.  I can explain the gender of nouns and make them plural.  I can use adjectives.  I can use verbs. | I can name different foods in French.  I can begin using and recognising simple words and phrases.  I can write questions and answers about food.  I can sing a simple song.  I can use the grammar and vocabulary needed to express opinions on food.  I can speak in short sentences. | I can use a map to locate places in France.  I can talk about some French traditions and celebrations in French.  I can talk about a famous French speaking person – Daniel Jean Baptiste.  I can write more complex sentences using the past and future tense.  I can use prepositions.  I can engage in a simple conversation using my new language skills. |
| FOREST SCHOOL | n/a | n/a |  |