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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 WW2I 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 groupsI 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 questionsI can test my branching database to see if it works.I can suggest real-world uses for branching databasesI 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 projectI can create a program to move a sprite in four directionsI can adapt a program to a new contextI can develop my program by adding featuresTo identify and fix bugs in a programI 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 techniquesI 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 meansI can appreciate a range of identities un the UKI can identify that differences and similarities between people arise from a number of factors**I can** understand that my actions affect myself and othersI 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 groupsI can understand different values and customsI can explore how to manage moneyI can explain the importance of money in people’s lives and how money is obtainedI understand the concepts of interest, loan, debt and taxI can understand enterprise and begin to develop enterprise skills I recognise how to make informed choices, predict and assess risks in different situationsI know where to get help and how to ask for helpI can distinguish between safe and harmful, know some substances can be harmful if misusedI recognise they have a shared responsibility for keeping themselves and others safe.  | I recognise a wide range of emotions in m and myself and othersI can respond appropriately to a range of emotions in themselves and othersI can develop strategies to resolve disputes and to manage my emotionsI can deepen my understanding of good and not so good feelings and extend vocabulary to help explain the range and intensity of feelingsI can recognise conflicting emotionsI have an understanding that change can cause conflicting emotionsI 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 |  |