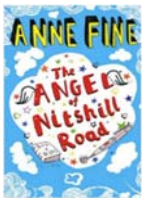
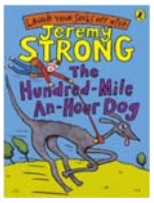
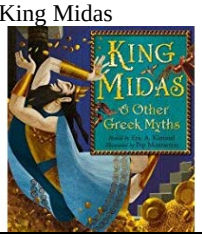
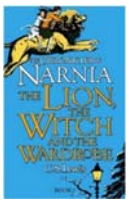
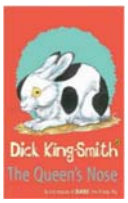
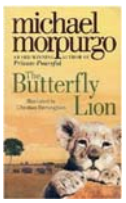
Year Three Term 6 **Animals**

	Writing Map		Reading Spine			
English	Theme	Animals				
	Main Text	King Midas 				
	Story plot and focus	Character flaw Focus: characterisation				
	Poetry Unit	Silver – Walter De la Mere – write own version				
	Non Fiction Unit	newspaper				
Mathematics	Maths No Problem Chapter 13 Lines and shapes Chapter 14 Perimeter of figures					
Science	**Working Scientifically** **Links to the statutory programme of study:** • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. **Non-statutory notes & guidance:** • Can they identify and group animals based upon observable features, how they move and what they eat? • Can they make reasoned conjectures about what would happen if humans didn't have skeletons? • Can they compare and contrast the diet of different animals? • Can they research different food groups in order to find out their impact upon health? *Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 3 that topic is: Plants.* **Animals, including humans** • Can they explain the importance of a nutritionally balanced diet? • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and the skeletal system of a human and explain why it is needed for support, movement & protection? • Can they describe and explain the muscular system of a human and explain why it is needed for support, movement & protection? • Can they explain how the muscular and skeletal systems work together to enable movement?					
History	No history					
Geography	No geography					
e-safety	**Knowledge & understanding** Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private?					

	•Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? **Skills** • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? Can they use different search engines?
Computing	**Scratch (debugging)** I understand what debugging means I can check an algorithm and say what needs to be changed I can debug and improve dialogue sequences I understand that sometimes programs work, but not as well as they could I understand the purpose of co-ordinates when programming Scratch I can identify problems in a program and debug it
Religious Education	**What does art, signs and symbols tell us beliefs? Link to Christian/ Muslim Art** What symbols can be found in a Christian/Muslim story? How do symbols help us remember the past? Why do Christians call Jesus the light of the world? How do Christians/Muslims use symbols in their place of worship? How can we create a piece of Christian/Muslim art?
Physical Education	**Athletics** **Health and fitness** •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? **Acquiring and developing skills** •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? **Athletics** •Can they run at fast, medium and slow speeds, changing speed and direction? •Can they link running and jumping activities with some fluency, control and consistency? •Can they make up and repeat a short sequence of linked jumps? •Can they take part in a relay activity, remembering when to run and what to do? •Do they throw a variety of objects, changing their action for accuracy and distance? **Evaluating and improving** •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved? **Swimming** • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? **Challenging** • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance?
Art and Design	**No art& design**

Design and technology	**Photograph Frames** **Stiff and flexible sheet materials** •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials? **Textiles** •Can they join textiles of different types in different ways? •Can they choose textiles both for their appearance and also qualities? **Developing, planning and communicating ideas** •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? **Working with tools, equipment, materials and components to make quality products** •Can they use equipment and tools accurately? **Evaluating processes and products** •Can they explain what they changed which made their design even better?
Music	**Exploring Singing Games** **Performing** •Do they sing in tune with expression? •Do they control their voice when singing? **Appraising** •Can they improve their work; explaining how it has improved?
French	**Listening and responding** •Do they listen and show understanding of single words through physical response? •Do they listen and identify rhyming words and particular sounds in songs and rhymes? •Do they recognise a familiar question? •Do they join in with actions to accompany familiar songs, stories and rhymes? **Speaking** •Do they repeat words modelled by a teacher? •Do they respond to a familiar question with a simple rehearsed response? •Do they name objects and actions and link words with a simple connective? •Do they name nouns and present a rehearsed simple statement? •Do they use strategies for memorisation of vocabulary? **Reading and responding** •Do they identify individual sounds in words and pronounce accurately? •Do they start to recognise the sounds of some letter strings? •Do they read and show understanding of familiar single words? •Are they familiar with the layout of a bi-lingual dictionary? •Do they write and say simple familiar words to describe people, places, things and actions using a model? •Do they write single familiar words from memory with understandable accuracy? **Writing** •Do they use strategies for memorisation of spelling? **Grammar** •Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages?
PSHE	**e-safety lesson** **Changing Me(including sex education)** **How babies grow** Do they understand that everyone is unique and special? **Babies** Can they express how they feel when change happens? **Outside body changes** Can they understand and respect the changes that they see in themselves? **Inside body changes** Can they understand and respect the changes that they see in other people? **Family stereotypes** Do they know who to ask for help if they are worried about change? **Looking ahead** Are they looking forward to change?
Enrichment	• Use of laptops • Visitors- RE • Educational visit –London Zoo • Cultural Week • Sports Days