



Art

I can create a background using a wash.
I can use a range of brushes to create different effects in painting.

Music

I can play clear notes on instruments.
I can create repeated patterns with different instruments.
I can create accompaniments for tunes.
I can improve my work; explaining how it has been improved.

Design

Technology

I can follow a step-by-step plan, choosing the right equipment and materials.
I can describe how food ingredients come together.
I can select the most appropriate tools and techniques for a given task.
I can use ideas from other people when I am designing.
I can produce a plan and explain it.
I can explain how I have improved my original design.

PSHE

Relationships

-Families and people who care for us.
-Respectful relationships.

I understand that families are important for growing up as they can give love, security and stability.

I know that other families either in school or the wider world look different from my family.
I know that caring, stable relationships, which maybe of different types, are the heart of happy families.

I understand how to feel confident to raise my own concerns and to recognise and care about others feelings.

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History

Stone Age to Iron Age

I can describe events and periods using the words: BC, AD and decade.

I can describe events from the past using dates when things happened.
I can set out on a timeline, within a given period, detailing special events that may have took place.

I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.

I can understand that our knowledge of the past is constructed from a range of sources.

I can, through research, identify similarities and differences in how people lived from today to Palaeolithic, Mesolithic and Neolithic times.

I can use specific search engines on the Internet to help find information more rapidly – Skara Brae.

I can consider life in the Stone Age and how it compares to life today.

I can begin to use more than one source of information to bring together a conclusion about an historical event.

Geography

Natural Disasters: Volcanoes & Earthquakes

I can find different views about an environmental issue and explain my view.

I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)

I can locate the Mediterranean and explain why it is a popular holiday destination.

I can describe how volcanoes have an impact on people's lives.

I can explain how the lives of people living in the Mediterranean would be different from my own.

I can describe how volcanoes are created.

I can locate and name some of the world's most famous volcanoes.

I can see differences in weather in different parts of the world, especially Europe

Year 3 Autumn



MFL

I can give a response using a short phrase.
I can name and describe people.
I can have a short conversation saying 3-4 things.
I am starting to speak in sentences.
I can name and describe an object.

RE

Sikhism/Christianity

I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't.

I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.

I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.

I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.

I can start to tell you what Christmas means to Christians and what it means to me.

Computing

Coding

I can use 2Chart to represent a sequential program design.

I can use the design to write the code for the program

I can design and write a program that simulates a physical system.

I can look at the grid that underlies the design and relate this to X and Y properties.

I can introduce selection in my programming by using the if command.

I can combine a timer in a program with selection.

I understand what a variable is in programming.

I can use a variable to create a timer

I can create a program with an object that repeats actions indefinitely.

I can use a timer to make characters repeat actions.

I can explore the use of the repeat command and how this differs from the timer

I know what debugging means.

I understand the need to test and debug a program repeatedly.

I debug simple programs.

I understand the importance of saving periodically as part of the code development process .

Science

Rocks, Forces & Magnets

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can make systematic and careful observations.

I can take accurate measurements using standard units.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

I can report on my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions or to support my findings.

I can compare and group rocks based on their appearance and physical properties, giving a reason.

I can describe how fossils are formed.

I can describe how soil is made.

I can describe and explain the difference between sedimentary and igneous rock.

I can explore and describe how objects move on different surfaces.

I can explain how some forces require contact and some do not, giving examples.

I can explore and explain how objects attract and repel in relation to objects and other magnets.

I can compare and group together a variety of everyday materials and predict whether they will be magnetic.

I know that magnets have two poles.

I can predict whether magnets will attract or repel and give a reason.

PE

I can begin to apply the basic rules to a game situation.

I can keep possession of a ball with some success

I can kick a ball with accuracy in order to score a goal

I can throw and catch a ball with control when under limited pressure

I can take part in a relay activity

I can begin to take on different roles when fielding in a game

I can run at different speeds, changing direction

Year 3

Autumn Foundation

Subjects

& Science