

Science:

affect the pitch and volume of sounds.

Science— RECAP

- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- *Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

WORLD BOOK DAY—WHERE THE WILD THINGS ARE

HISTORY:

Composers. Will place famous musicians on a timeline using centuries.

Y3 Chronological Understanding

- Can they describe events and periods using the words: BC, AD and decade?
- Can they describe events from the past using dates when things happened?
- Can they describe events and periods using the words: ancient and century?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they use their mathematical knowledge to work out how long ago events would have happened?
- Can they set out on a timeline, within a given period, what special events took place?

Cross Curricular English

Year 1—Recount

Year 2—Diary entry

Cross Curricular Maths

Timelines/ ordering/ comparing

P.E.

Y3 - Dance and Fitness



Blue Class Topic: **LISTEN UP!**



PSHE & RE:

PSHE: SMSC

Good to be me

RE:

Judaism. Festival of Purim. The story of creation.

French

Daily routines

ART

- Can they explore work from other periods of time?
- Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?
- Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
- Can they produce a montage all about themselves?
- Can they experiment with different styles which artists have used?
- Can they explain art from other periods of history?

Music

Composing [including notation]

- Can they use different elements in their composition?
- Can they create repeated patterns with different instruments?
- Can they compose melodies and songs?
- Can they create accompaniments for tunes?
- Can they combine different sounds to create a specific mood or feeling?
- Do they understand metre in 2 and 3 beats; then 4 and 5 beats?
- Do they understand how the use of tempo can provide contrast within a piece of music?



COMPUTING:

We will be:

Y3: Databases

- Can they input data into a prepared database?
- Can they sort and search a database to answer simple questions?
- Can they use a branching database?

