

**Maths**

**Shape**

- To identify and define acute, obtuse and reflex angles
- Identify the properties of 2D and 3D shapes
- Identify and count vertices, edges and faces

**Measure**

- Compare and order units of length (mm, cm, m)
- Convert between mm, cm and m
- Measure accurately
- Identify the perimeter of 2D shapes

**Arithmetic**

- Count in 3s, 4s and 8s
- Identify related multiplication and division facts
- Column addition and subtraction
- Equivalent Fractions
- Comparing fractions
- Identifying fractions of numbers

**English - Iron Man**

**Writing**

Discuss writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar

Plan writing by discussing and recording ideas

Draft and write by composing and rehearsing sentences orally

Draft and write by organising paragraphs around a theme

In non-narrative use simple organisational devices

Write for different purposes including about fictional personal experiences

Assess the effectiveness of their own and others' writing and suggest improvements

Proof-read for spelling and punctuation errors

**Reading: (Word reading / Comprehension)**

Develop positive attitudes to reading by listening to and discussing a wide range of fiction

Increase familiarity with a range of books

Identify themes and conventions

Discuss words and phrases that capture readers' interest and imagination

Ask questions to improve understanding of the text

Draw inferences and justify inferences with evidence

Identify how language and structure contribute to meaning

**PHSE - Relationships**

- \*to recognise and respond appropriately to a wider range of feelings in others
- \*to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- \*that their actions affect themselves and others
- \*to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- \*to work collaboratively towards shared goals

**PE— Tennis and Fitness**

- \*Hit a ball with a racket using different methods.
- \*Progress towards goal/target on own
- \*Know how to use space effectively in games.
- \*Make some good decisions on where to pass to in games.
- \*Make things difficult for opponent by directing ball into space when hitting.
- \*Identify what they do best and what they find most difficult.
- \*Explain some basic tactics that they use in games.
- \*Able to run for longer periods of time without stopping understanding the importance of pacing
- \*Shows improved control when taking off and landing from 1 and 2 feet.
- \*Uses upper and lower body effectively to generate power when jumping for height and/or distance.

**Science—Forces and Magnets**

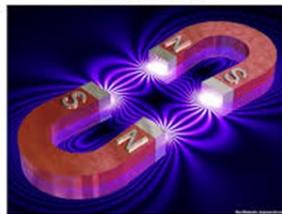
**Knowledge**

- \*Compare how things move on different surfaces
- \*Notice that some forces need contact between two objects, but magnetic forces can act at a distance

**Skills**

- \*I can set up some simple practical enquiries, including comparative and fair tests with support.
- \*I am beginning to help decide which variables to keep the same and which to change.
- \*I am beginning to identify simple changes related to simple scientific phenomena.
- \*I am beginning to discuss criteria for grouping and sorting and can classify using simple keys.
- \*I am beginning to draw simple conclusions based on the results of my enquiry.
- \*I am beginning to answer my questions using the results of my enquiry.
- \*I am beginning to use my findings to make new predictions, suggest improvements and think of new questions.
- \*I am beginning sometimes to think of cause and effect in my explanations.
- beginning to use some scientific language in my work.
- \*I am beginning to describe my observations and my findings.

# Attract or Repel?



Hook —Iron Man hunt

Year3, Term 4



Exciting End—Celebration Party

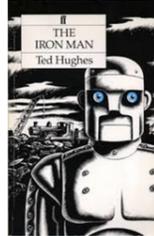
**History—Iron Age**

- \*Describe events and periods using the words: BC, AD and decade
- \*Describe events from the past using dates when things happened
- \*Describe events and periods using the words: ancient and century
- \*Use a timeline within a specific time in history to set out the order things may have happened.
- \*Appreciate that the early Brits would not have communicated as we do or have eaten as we do
- \*Begin to picture what life would have been like for the early settlers
- \*Recognise that Britain has been invaded by several different groups over time
- \*Suggest why certain events happened as they did in history
- \*Use various sources of evidence to answer questions
- \*Use various sources to piece together information about a period in history
- \*Research a specific event from the past?

**Religious Education**

**What does it mean to be a Christian in Britain today?**

- \*Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.
- \*Describe some ways in which Christian express their faith through hymns and modern worship songs.
- \*Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.
- \*Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.



## How do robots think?

**MFL**

- \*a few words and phrases in a song or a rhyme, including nouns and adjectives, verbs to express likes and dislikes (regular verbs)
- \*Say and repeat single words and short simple phrases – e.g.
- \*greeting someone
- \*saying oui, non, s'il vous plait, merci
- \*naming activities we do in spare times
- \*Asking questions (comment ?c'est combien? Tu aimes?)
- \* days of the week and dates using numbers

**Music**

- \*When composing I can create patterns of sound which have been specially selected
- \*I can use a simple structure which has a beginning, a middle and an end
- \*I can develop musical ideas from given stimuli (eg. a photograph, a poem, a story)
- \*I can use computers to enhance my musical composition
- \*I can create music in first draft form and later revise, edit and develop it
- \*When composing, I choose my resources to suit the task
- \*I deliberately use silence in my work
- \*I am aware of other players as I perform
- \*I can work with others to link different instruments in pieces in more than one part (strand of texture)
- \*I can use dynamics (loud/quiet), pitch (high/low), duration (long/short) in more than one strand in a deliberate way
- work

**Art—Collage and shape**

- \*Select and arrange materials for a striking effect
- \*Ensure work is precise
- \*Use colling, overlapping.
- \*Create and combine shapes to recognisable forms (e.g. shapes made from nets or solid materials)
- \*Include texture that conveys feelings, expression and movement.
- \*Create original pieces that are influenced by the study of others.

**Computing—Using search engines**

- \* Save and retrieve work on the Internet, the school network and on a range of devices.
- \*Talk about the parts of a computer.
- \*Tell you ways to communicate with others online.
- \*Describe the World Wide Web as the part of the internet that contains websites.
- \*Use search tools to find and use an appropriate website.
- \*Think about whether they can use images that they find online in their own work.
- \*Explain that not everything we find on the internet is true.