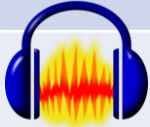
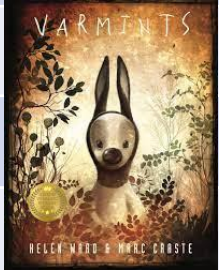


Year 3 –Summer Term 1 : Looking after Our World.

English	Art	PE- Cognitive skills
I can describe sounds and use my senses to write descriptive sentences.	I can mix paint in primary colours to make secondary colours with more confidence and can also mix paints to create tertiary colours.	I can throw a bouncing ball, chase it and collect it. I can work as a team to participate in ball games.
I can make language choices in my descriptive writing to describe contrasting settings and mood.	I can design and create a landscape painting inspired by Georgia O'Keefe.	PSHE
I can organise my writing into paragraphs.	I can experiment with different aspects of colour, landscape and abstract in my artwork.	I can identify different types of relationship, and appropriate boundaries and behaviour within them.
I can use fronted adverbials with commas.	<p>Computing</p> 	I can explain the benefits of belonging to a group and what it means to belong to a family.
I can use language to persuade and plan and write a persuasive letter.	I can identify devices that can record and play back sounds.	I can identify the rules and expectations that my family has to ensure that I am kept safe and healthy.
I can write a diary in character.	I can use a program called Audacity to record, play back and edit spoken sentences	French
	I have produced a podcast.	I know some colours in French.
Reading	Maths	I can share likes and dislikes.
I can make predictions and justify them by referring to the text.	I can add and subtract using money.	R.E.
I can discuss unfamiliar words in a text to clarify their meaning.	I can read the time including minutes and seconds.	I can explain why do we describe life as a journey.
I can make inferences from the text and explain them with reference to the language and illustrations.	I can measure using different units.	I can explain the significance of a journey.

Year 3 –Summer Term 1 : Looking after Our World.

Science: Living things and life cycles

Main scientific skill taught in this topic.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Objectives

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

Construct and interpret a variety of food chains, identifying producers, predators and prey

Our scientific questions are:

Can I use the evidence I collected to identify an invertebrate?

Where in the playground do invertebrates tend to live?

Geography

Economic activity and distribution of natural resources in an area of South America.

Compare the West Midlands with a region in South America.

Use geographical vocabulary.

I can use a compass and make a simple map with a key.

