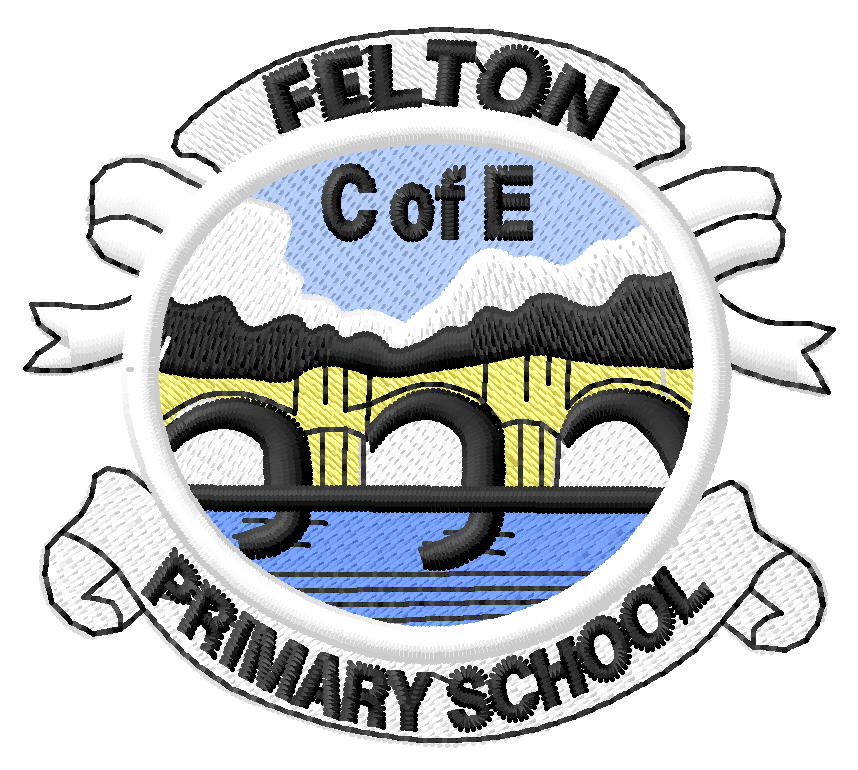
Can you write a thank you letter, a report and a poem?

English

**Spring 1 – 2016/17**



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| --- | --- |
| **Maths**   * I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. * I can recall multiplication facts for 3, 5 and 8x table. * I can recognise that tenths arise from dividing an object, one-digit numbers or quantities into 10 equal parts. * I can order dates with 6 or more digits. | **Writing**  **To punctuate accurately**   * I can use the present and perfect form of verbs in my writing.   **To write with a purpose**   * I can read persuasive texts and poetry and use the main features in my own writing.   **To analyse writing**   * I can discuss and use subordinate clauses. |
| **Religious Education**  **Leaders of religion**   * I can describe similarities and differences in the teachings and practises of Christianity and Islam. | **Reading (Guided reading focus)**   * I can identify how language, structure and presentation contribute to meaning. * I can explain and discuss my understanding of what I have read. |
| **Science**  **Physics**   * I can explain why humans need to eat and make food chains that include labels for producers, predators and prey. * I can describe the simple functions of the digestive system. * I can identify the different types of teeth in humans and their functions. * I can plan a tooth investigation & record scientifically | **Computing – Class Democracy**   * I can create a poster by inserting text and images. * I can create and share a video I have made using Morfo. |
| **History**  **To understand chronology**   * I can demonstrate change over time by placing evidence on a timeline.   **To build an overview of world history**   * I can describe how languages have developed over time. |
| **PHSCE**  **Living in the Wider World**   * I can identify and discuss national, regional, religious and ethical identities in the UK. * I can work with others to create a campaign that will improve our school/community. | **Forest Skills**  I can work with others to overcome obstacles in the environment. |
| **Languages**   * I can follow classroom instructions given in French. * I can answer simple questions and give basic information in a conversation with a peer. * I can use phonic knowledge to read words. | **PE – Dance**   * I can plan, perform and repeat sequences with partners that include lifts. * I can work with others to create dances and movements that create a definite idea. * I can refine movements into sequences based on self-evaluation and feedback. |
| **Design Technology**  **Food**  • I can cut, peel or grate ingredients safely and hygienically.  • I can measure or weigh using measuring cups or electronic scales.  • I can assemble or cook ingredients. | **Music**  This term, children in Year 3 will take part in singing sessions on a Friday morning:   * I can sing from memory with developing control of pitch. * I can maintain a simple part within a group * I can sing and move in time with songs from other cultures. |
| **Art**  **Digital Media**  • I can create images, video and sound recordings and explain to use for my campaign. | Geography  **To investigate places**   * I can suggest why settlers chose locations based on physical features. |



**Time to Shine**

Can you create a timeline for periods of time studied?

Maths/History

Can you record observations from our Teeth Investigation?

Science

Can you perform dances to songs from other cultures?

Dance/Music

Can you follow the recipe to make meals?

Reading/DT

Can you create a campaign poster and video for your community campaign?

Computing/PHSCE

**From Grunts to Tweets**

A study of how and why language has developed over the ages.

Time to Shine