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

English

**Spring 1 – 2016/17**



|  |  |
| --- | --- |
| **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