



Year 3 Autumn term

Amazing Animals

Throughout our Amazing Animals theme the children will be learning about world geography, including continents and the countries within them. The learning environment in the year 3 shared area will be transformed into different continents, to fully ensure the children are immersed in their learning. The children will therefore, be researching about the animals that lives on their class' continent and how they have adapted to their surroundings, this will include looking at their skeletons, teeth and muscles. Creatively, the children will use and develop their creative skills to produce animal masks and a hand puppet. They will also learn to draw animals step-by-step, and experiment with different animal patterns. To give another layer to the children's learning we will also visit Whipsnade zoo. This will allow the children to further develop their knowledge of their focus animals, and hear from the expert Zoo Keepers.

Science

- I can identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food, they get nutrition from what they eat
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement
- I can explain why the skeleton is important to humans and how it works
- I can explain why the skeleton is important to animals and how it works
- I can explain what the skull is
- I can explain the different type of teeth humans have and their functions
- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Geography

- I can name and locate the world's 7 continents and 5 oceans (Revision from KS1).
- I can locate the Equator, Arctic Circle and Antarctic Circle on a globe.
- I can describe aspects of physical geography using the correct language.
- I can describe aspects of human geography using the correct language.
- I can name and locate countries and cities I am learning about.
- I can locate human and physical characteristics in the countries I am learning about.
- I can use 8 compass directions

Computing

- I can use technology safely, respectfully and responsibly
- I can recognise unacceptable behaviour online
- I can recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.
- I can use search technologies effectively to help me research a specific topic
- I can create a documentary with my group

Design and Technology

Sock Puppets

- I can research and design an interesting, useful and appealing product aimed at certain people/groups
- I can develop and communicate my ideas through discussion
- I can develop and communicate my ideas through diagrams
- I can create develop and communicate my ideas from my prototype
- I can select from and use a wide range of tools and materials to perform a task
- I can explore products and evaluate their effectiveness
- I can evaluate my product developing areas of strength and improvements
- I can understand how to strengthen, stiffen and reinforce my product

Electrical Systems

- I can research and design an interesting, useful and appealing product aimed at certain people/groups
- I can develop and communicate my ideas through discussion
- I can develop and communicate my ideas through diagrams
- I can create develop and communicate my ideas from my prototype
- I can select from and use a wide range of tools and materials to perform a task
- I can explore products and evaluate their effectiveness
- I can evaluate my product developing areas of strength and improvements
- I can use electrical motors and switches in my product.



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Amazing Animals

Art and design

- I can use a sketch book to record my creative ideas.
- I can begin to use my knowledge of colour theory in my work.
- I can use precise cutting skills on a range of different materials
- I can use clay to produce a simple 3D model
- I can work in the style of a great artist
- I can create my own painted clay owl

I can design a paper mask

Religious Education

- I can recognise why Christmas is a celebration for Christians
- I can identify the practices of Christians at Christmas time
- I can identify the differing beliefs of people (in my class and what I learned in KS1)
- I can identify how the Christian beliefs influences worship and lifestyle at Christmas time
- I can identify why light is used a symbol of holiness
- I can explain when and why symbols of light are used in the Christian church
- I can talk about why Jesus is known as the light of the world
- I can explain who or what guides me
- I can explain why advent is an important time of year for Christians
- I can retell the story of Jesus' birth
- I can reflect on the text 'A Christmas Story'

Dance

LION KING WORKSHOP

- I can participate in the Lion King Dance workshop, showing complete focus and attention
- I can transfer the dance phrases and movements from my workshop into my Lion King production performance
- I can generally respond imaginatively to the stimulus of 'The Lion King' and explore movements
- I can, with growing confidence, copy and repeat basic Lion King dance steps with control mostly in time to the music
- I can sometimes dance in unison with a partner/group performing a range of movement patterns
- I can, through structured questioning, evaluate my performance in the Lion King Dance

British Values

- I can democratically vote in Loughton's 'student voice' elections
- I can understand that the choices I make can have good, and not so good, consequences.
- I can identify who I can go to if I am worried.
- I can talk to and listen to others effectively for the benefit of my learning, and the learning of those around me.
- I can respect the viewpoints of others.
- I can take part in discussions/simple debate with others about topical issues.
- I can identify and respect similarities and differences between people.
- I can recognise, name and deal with my feelings in a positive way.
- I can contribute positively to the life of the class and the school.

Music

- I can, with support, play and perform, using my voice and playing the glockenspiel, with increasing accuracy, fluency, control and expression.
 - I can usually listen with attention to detail and recall sounds with increasing aural memory.
 - I can, with growing confidence, perform and create a sequence of animal movements, hand actions and mimes to represent animals and their movements, and use as narration.
 - I can mainly listen, appreciate and understand music from different traditions, including animals Hasthas - a traditional Indian hand movement.
- I can, with increasing confidence, compose music to represent different animal movements.

Drama

- I can participate in a whole year group performance
- I can, most of the time, focus on creating convincing facial expression and gestures.
- I can, with support, prepare play scripts to read aloud and to perform, showing understanding through intonation, volume and action so that the meaning is clear to an audience

Languages

- I can say and repeat my name using "My name is."
- I can say and repeat how I am feeling.
- I can say and repeat "Hello" and "Goodbye."
- I can say and understand what colour something is.
- I can say and what shape something is.
- I can understand and use basic verbs to describe things.