



Year 3 Spring term Kings and Queens

Throughout our Kings and Queens theme, the children will be learning about British history from William I through to Elizabeth II. The learning environment will reflect different time periods for each monarch and the shared area has a beautifully painted monarch mural displayed in chronological order which we will be referring to throughout the unit. The children will have the opportunity to pose their own historically relevant questions to guide their own learning. In music we will learn the timeline of the monarchs through a 'Horrible Histories' song and even explore some Tudor instruments. We will also have the opportunity to visit the Tower of London to further bring the children's learning to life which is a real highlight of the term for all. Towards the end of the term we will be exploring the events of Easter from the viewpoint of a Christian.

Computing

- I can improve and develop my typing skills for a range of purposes
- I can use different font sizes and colours purposefully
- I can insert and resize an image
- I understand how to use spell check
- I can understand computer networks including the internet
- I understand that I can use the internet for different purposes including communication and collaboration
- I can open received emails from a trusted sender
- I can open and save an attachment to the school network
- I can choose a sender and insert their email address
- I can compose an appropriate email for the recipient
- I understand how to forward an email from a sender to someone else

History

- I can explain why it is important to study history
- I can discuss the role of a King or Queen
- I can talk about the objects (i.e. a crown) a Monarch had and why these were important
- I can discuss what the term chronological means
- I can place the Kings and Queens we have been learning about in chronological order
- I can explain what a coat of arms is and why they are important
- I can recognise how the monarchy has changed over time
- I can talk about the differences between the monarchy and parliament
- I can discuss crime and punishment (Tower of London visit)
- I can compare the period of time I am studying to what life is like in Britain now
- I can pose an appropriate question about the time period I am studying and complete independent research to answer this
- I can use a range of sources to complete historical research

Design and Technology

- I can explain that friction is a force between two surfaces that slows objects down (STEM)
- I can compare how an object moves on different surfaces (STEM)
- I can describe some factors that affect friction (STEM)
- I can describe what a magnet is and how it is used
- I can explain that magnets can exert forces at a distance
- I can explain that magnets have two ends called poles
- I can predict whether two magnets will attract or repel each other depending on how they are arranged
- I can classify materials as magnetic or non-magnetic
- I can determine a general rule for predicting which materials are magnetic
- I can investigate the relationship between the size of a magnet and its strength

Geography

- I can name and locate countries and cities of the UK
- I can use historical digital/computer mapping to recognise what the UK was like at different times in history



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Art and design

- I can draw a human face and figure using the correct proportions.
- I can design and make a costume for a King or Queen using my knowledge of clothing from different time periods.
- I can develop my clay technique to create a self portrait
- I can make a clay face and historical paper doll

PSHE and British Values

- I can recognise skills which I can use to help maintain my personal safety.
- 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.

Religious Education

- I can retell the events of the Easter story.
- I can identify the importance of certain elements of the Easter story to Christians.
- I can respond sensitively to the experiences and feelings of others.
- I can describe some examples of sacrifice from the Easter story.
- I can use religious or spiritual vocabulary such as „sacrifice“, „temptation“.
- I can make links between ideas in the stories and my own experiences.

Languages

- I can recognise and tell you which month my birthday is in.
- I can say how old I am.
- I can count and recognise from 0 to 20 in the target language.
- I can name and recognise some body parts.
- I can describe my eye or hair colour.
- I can understand and recognise what "I" and "you" are in the target language.

Music

- I can sing the chronological order of the Kings and Queens of England, with a degree of confidence.
- I can, with support, use musical sounds creatively by changing, organising and controlling them in composition.
- I can, with support, use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- I can, with some support, draw a treble clef at the correct position on a stave
- I can begin to read the musical stave and am beginning to work out the notes, EGBDF and FACE.
- I can, with some support, recognise and discuss different Tudor instruments.
- I can create, record and perform a Tudor Fanfare

Dance

- I can sometimes collaborate and co-operate with my group to create a warm-up using a variety of movements patterns
- I can generally respond imaginatively to a stimulus and explore movements
- I can mostly copy and repeat basic 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 sometimes show different levels and pathways when performing
- I can sometimes dance in canon when performing a range of movement patterns with a group
- I can evaluate my dance and use other feedback to improve it