

## Art

- I can compare the work of different artists.
- I can identify the techniques used by different artists.
- I recognise when art is from different cultures.
- I recognise when art is from different historical periods

## Music

- I can sing a tune with expression.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can use different dimensions in my composition.
- I can combine different sounds to create a specific mood or feeling.

# Ancient Egypt

## Design Technology

- I can choose a textile for both its suitability and its appearance.
- I can design a product and make sure that it looks attractive.
- I can select the most appropriate tools and techniques for a given task.

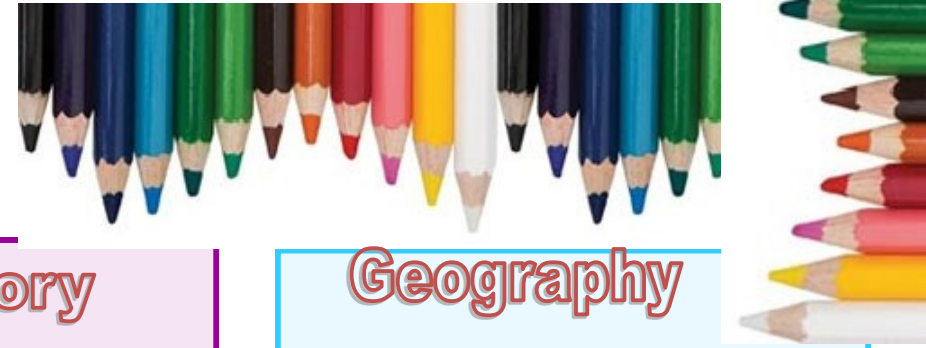
## History

- I can describe events and periods using the words: ancient and century
- I can suggest why certain events happened as they did in history
- I can suggest why certain people acted as they did in history
- I can recognise the part that archaeologists have had in helping us understand more about what happened in the past
- I can research a specific event from the past
- I can use my 'information finding' skills in writing to help write about historical information
- I can begin to use more than one source of information to bring together a conclusion about an historical event

## Geography

- I can explain how people's lives vary due to weather.
- I can explain the course of a river.
- I can explain why many cities are situated on or close to rivers.
- I can explain why people are attracted to live by rivers.
- I can explain why water is such a valuable commodity.
- I can find the same place on a globe and in an atlas
- I can name and locate many of the world's most famous rivers in an atlas.
- I can recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE).
- I can use maps and atlases appropriately by using contents and indexes.
- I can use some basic Ordnance Survey map symbols and keys.
- I can work out how long it would take to get to a given destination taking account of the mode of transport.

Year 3 Spring



## Computing

- I can alter or improve an algorithm.
- I can create a basic game using any application.
- I can create a flow diagram.
- I can decompose an algorithm.
- I can explain that programs are algorithms working on computers.
- I can explain what an algorithm is and give examples.
- I can explain what an input is.
- I can identify bugs in code and predict outcomes.

## RE

- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences within and between religions.

## MFL

- I can give a response using a short phrase.
- I am starting to speak in sentences.
- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.



## Science

- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers, and data loggers to make measurements.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can ask further questions based on the results.
- I can identify different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I can describe the function of different parts of flowing plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers
- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

## PE

- I can improvise freely, translating ideas from a stimulus into movement
- I can create dance phrases that communicate ideas
- I can share and create ideas with a partner
- I can suggest improvements to my own and other people's dances
- I can research dances from different countries
- I can repeat, remember and perform set phrases in a dance
- I can recognise and talk about the movements used and the expressive qualities of dance
- I can use a wide range of movements when improvising.
- I can use my awareness of space to support my team mates and cause problems from my opposition
- I can begin to apply the basic rules to a game situation
- I can keep possession of a ball with some success
- I can tackle an opponent fairly to win possession of a ball
- I can kick a ball with accuracy in order to score a goal
- I can throw and catch a ball with control when under limited pressure
- I can travel with a ball
- I can use speed and agility to move away from a defender
- I can adapt my performance to suit my partner's ability
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