

R.E

- know and be able to retell the stories of Jesus The Calling of Levi (Mt 9:9) (Mk 2: 14-17) (Lk 5: 27-32) and the lives of the disciples; The Rich Man (Luke 18: 18-30)
- begin to be able to make the connection between the Bible stories and Christian belief;
- be able to ask questions about and identify the impact faith has on a believer's life;
- be able to describe and show understanding of the impact of faith on the life of Mother Teresa.
- be able to make links between values and behaviour.

Science

- Compare how some things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles (*like and unlike poles*).
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Art/DT

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Draw/sketch products to help analyse and understand how products are made.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Select from a range of tools for cutting, shaping, joining and finishing.
- Use tools with accuracy.
- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
-

Spring 1- The Iron Man Year 3

Stimulus: The Iron Man by Ted Hughes

Visit/Visitors: P4C with Miss Garnett

End of Unit Celebration: Science investigation afternoon
- invite parents

Local/National/Global Links:

- Local Police
- National recycling incentives (linked to Iron Man junk modelling)
- Global – World Peace (Philosophy for Kids – link to the moral of The Iron Man)

French -

- Recognise the days of the week when spoken in sequence.
- Understand most of the colours.
- Understand numbers up to 20.
- Respond to questions about likes and dislikes with a single word.
- Recognise negative responses to a question when given a visual prompt.

PSHE

Keeping safe

- A safe environment/home
- Safe from crime
- Safe on the roads
- Emergency services
- Protective Behaviours

Our Value for this half term is – Perseverance

Our BLP focus for this half term is – Reflectiveness

Topic - History/Geography

N/A

Computing

- Understand how to plan and write programs that accomplish specific goals.
- Know a range of input devices and how they can be used.
- Know a range of output devices and how they can be used.
- Know the difference between an input and an output.
- Understand that computers can collect data from various inputs.
- Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms.
- Understand how to use logical reasoning to detect errors in programs.
- Understand how to use logical reasoning to correct errors in programs.
- Understand that computers can collect data from various inputs.
- Understand how to plan and write programs that accomplish specific goals.

Music

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.
- Know how time and place can influence the way music is created, performed and heard.

P.E

- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.
- Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.
- Develop flexibility, strength, technique, control and balance through gymnastics.

Please see links to National Curriculum Maths and English.