

# Autumn Term Year 3

All subjects are directly linked to the National Curriculum’s programmes of study.

## Rock on Through the Ages

MFL	PSHE	PE	Music	Computing
<p><b>French</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Recognise and respond to familiar spoken words, phrases and sentences (such as instructions/classroom vocabulary). Ask and answer simple questions. Perform simple communicative tasks using correct pronunciation. Recognise some familiar words in written form. Read a simple sentence, rhyme or poem. Write simple words.</p> <p><u>Knowledge</u></p> <p>Identify countries where the language is spoken. Discuss similarities and differences of social conventions between different cultures. Recognise a children’s song/rhyme well known to native speakers.</p>	<p><b>Relationships-TEAM (Together everyone achieves more)</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Develop teamwork skills. Be considerate. Resolve conflicts peacefully. Have a positive impact on the team.</p> <p><u>Knowledge</u></p> <p>Identify the impact their actions have on others. Work effectively as part of a team.</p> <p><b>Health and Wellbeing - Think Positive</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Recognise positive and negative feelings. Think positively. Take responsibility. Manage difficult emotions.</p> <p><u>Knowledge</u></p> <p>To know how our attitude towards life can affect our mental health. Use positive thinking to resolve problems and move forward.</p>	<p><b>Play competitive games: Handball.</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Begin to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. Understand and follow the rules of a game. Start to learn about the principles suitable for attacking and defending.</p> <p><u>Knowledge</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending.</p> <p><b>Develop flexibility, strength, technique, control and balance: Athletic Activities (Multi-skills).</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</p> <p><u>Knowledge</u></p> <p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Perform dances using a range of movement patterns: Dance.</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment.</p> <p><u>Knowledge</u></p> <p>Perform dances using a range of movement patterns. Evaluate and recognise their own success.</p> <p><b>Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)</b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance.</p> <p><u>Knowledge</u></p> <p>Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities</p>	<p><b>Reggae and Bob Marley.</b> Three Little Birds by Bob Marley</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Listen &amp; Appraise. Begin to recognise styles. Find the pulse. Recognise instruments, discuss, listen. Discuss other dimensions of music. Explore the link between sound and symbol.</p> <p><u>Knowledge</u></p> <p>Singing - continue to sing, learn about singing and vocal health. Improvisation -continue to explore and create own responses, melodies and rhythms. Composition - continue to create own responses, melodies and rhythms and record them in some way. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b><u>Communicating - Word Processing</u></b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Know how to use the keyboard. Use the text tools in Word to make the text look interesting. Add images safely from the internet and format them. Add a design to the page. Edit work and improve it. Save work in the correct folders. Develop touch typing skills.</p> <p><u>Knowledge</u></p> <p>Produce a Word document that incorporates text and images. Find the keys on a keyboard and develop touch typing skills.</p> <p><b><u>Finding Out - Searching for Information</u></b></p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u></p> <p>Choose key words for a search query to find information. Use the page titles to help choose the correct website. Add the word ‘kids’ to a search query. Find similar websites by cutting down the amount of results found. Explain what autocomplete is and how to choose the best suggestion. Use featured snippets to find information. Explain that not all facts on a website are true. Know that the internet has many uses. Understand the difference between the internet and the World Wide Web. Search for creative commons images. Explain why copying someone else’s work from the internet without permission can cause problems.</p> <p><u>Knowledge</u></p> <p>Use search technologies effectively and be discerning in evaluating digital content.</p> <p><b><u>Online Safety We follow ‘Education for a Connected World’.</u></b> <b>Copyright and Ownership</b></p> <p><u>Knowledge</u></p> <p>Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p> <p><b><u>Managing Online Information</u></b></p> <p><u>Skills</u></p> <p>Understand how online information is found, viewed and interpreted.</p> <p><u>Knowledge</u></p> <p>Have strategies for effective searching, critical evaluation and ethical publishing.</p> <p><b><u>Online Bullying</u></b></p> <p><u>Skills</u></p> <p>Understand how technology impacts bullying and other online aggressions.</p> <p><u>Knowledge</u></p> <p>Have strategies for effective reporting and intervention.</p>

