

Spring Term Year 3

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

Rampaging Romans

MFL	PSHRE	COMPUTING	PE
<p>French</p> <p>Subject Endpoints</p> <p>Skills Read carefully and show understanding of words, phrases and simple writing. Identify words/short phrases and recognise/compare different sounds. Read a wider range of words, phrases and sentences aloud. Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Knowledge Identify French words for: family, animals, days, months, seasons and weather. Write some familiar words and phrases without help. Increase awareness of rules and patterns of language, along with the use of pronunciation and intonation to influence meaning.</p>	<p>Relationships - Be Yourself</p> <p>Subject Endpoints</p> <p>Skills To express thoughts and feelings respectfully. Know how and when to be assertive. Recognise personal strengths and achievements. Recognise different emotions. To know how to make things right when we make mistakes.</p> <p>Knowledge To develop respectful relationships. Use personal strengths and achievements to build self-confidence.</p> <p>Health and Wellbeing - Safety First</p> <p>Subject Endpoints</p> <p>Skills Develop strategies to deal with peer pressure. To take responsibility for own safety. To recognise hazards and dangers.</p> <p>Knowledge Know what to do in risky situations. Recognise dangerous substances; drugs (including medicines), cigarettes and alcohol.</p> <p>SRE- It's My Body and Growing Up</p> <p>Subject Endpoints</p> <p>Skills To recognise safer choices regarding bodies and health. Develop strategies on how to keep our bodies healthy. Develop respectful approaches to discuss body parts and relationships.</p> <p>Knowledge Identify ways to look after our bodies in terms of: sleep and exercise, diet, cleanliness and substances. To know we grow and change, both physically and emotionally. Understand how male and female bodies play a part in human reproduction. To know about different relationships and family structures.</p>	<p>Programming and Algorithms</p> <p>Subject Endpoints</p> <p>Skills Understand that a computer program runs sequentially. Discuss what a program does based on its code. Break down a problem into its smaller steps. Plan what needs to be written for each stage.</p> <p>Knowledge Create a program which includes sequence and repetition. Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Finding Out - Spreadsheets</p> <p>Subject Endpoints</p> <p>Skills Use a spreadsheet program to automatically create charts and graphs from data. Use the 'more than', 'less than' and 'equals' tools. Work out solutions to calculations. Children can use the 'spin' tool to count through times tables. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.</p> <p>Knowledge Can collect and enter data within a spreadsheet. Use the graphing tool to create suitable graphical representations of the data they have within a table.</p> <p>Finding Out – Branching Database</p> <p>Subject Endpoints</p> <p>Skills Sort objects using just 'yes' or 'no' questions. Explain why they choose a particular question to split their database. Use and debug their own and others branching databases.</p> <p>Knowledge Create a branching database of their choice.</p> <p>Online Safety We follow 'Education for a Connected World'.</p> <p>Privacy and Security</p> <p>Knowledge To know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p> <p>Online Reputation</p> <p>Knowledge To have strategies to manage personal digital content effectively.</p> <p>Health, well-being and life style.</p> <p>Knowledge The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and strategies for dealing with them.</p>	<p>Athletics</p> <p>Subject Endpoints</p> <p>Skills Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Throw with greater control and accuracy. Show increasing control in their overarm throw. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles.</p> <p>Knowledge Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>

