

**As Language Specialists:**

Listen attentively to spoken language and show understanding by joining in and responding.

Describe people, places, things and actions orally and in writing.

Develop accurate pronunciation and intonation

**Key Knowledge:**

Name and describe people, a place and an object.

Give a response using a short phrase

Write phrases from memory

**As Athletes:**

**Key Knowledge:**

**As Citizens:**

Accept the views of others and understand that we don’t always agree with each other.

Provide ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out.

**Key Knowledge:**

Know what a good friend needs to be

Know what is needed to maintain a relationship

**As Musicians:**

Listen with attention to detail and recall sounds with increasing aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

**Key Knowledge:**

Play clear notes on instruments and use different elements in composition.

Use musical words to describe what they like and do not like about a piece of music

Recognise the work of at least one famous composer

**Key Knowledge:**

**As Theologians:**

Describe some of the ways Christians describe God.

Suggest why having a faith or belief in something can be hard.

Identify how and say why it makes a difference in people’s lives to believe in God.

**Key Knowledge:**

Name different religions in the world.

Understand what Christians believe.

Understand why people choose to believe in God.

**As Computer Programmers:**

Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.

**Key Knowledge**

Write programs that accomplish specific goals.

**As Design and Technologists:**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Evaluate ideas and products against their own design criteria.

**Key Knowledge**

Choose the most suitable materials.

Use the most appropriate tools and techniques.

Explain how to improve their model.

**As Mathematicians:**

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Compare and order numbers up to 1000

Identify, represent and estimate numbers using different representations

Read and write numbers up to 1000 in numerals and in words

Solve number problems and practical problems involving these ideas.

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**Our half term work has a Geography Focus**

WOW Moment! Watch volcanoes, tsunamis and earthquakes occurring all over the world.

**As Geographers we will be answering these questions:**

LC1 - What causes a volcano to erupt and where are the famous volcanoes in the world?

LC2 - How do volcanoes impact on the lives of people and why do people choose to live near them?

LC3 - How can you recreate an erupting volcano?

LC4 - What causes an earthquake (and a tsunami) and how are they measured?

LC5 - Why do we experience floods so often in the UK?

LC6 - How can we capture a stormy weather pattern using music, drama and dance?

LC7 - Reflection: Each group to put together a weather presentation of extreme weather?

**As Scientists:**

Compare and group together different kinds of rocks on the basis pf their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rocks

Recognise that soils are made from rocks and organic matter

**Key Knowledge:**

Compare and group rocks based on their physical appearance and properties, giving reasons

Know how soil is made and how fossils are formed

Know and explain the difference between sedimentary, metamorphic and igneous rock.

**Boarshaw Primary School - Medium Term Plan - Year 3 – Autumn 1**

**Learning Challenge –**

**Geography - What makes the Earth angry?**