

## Medium Term Learning Skills

### Physical Development

I can recognize similarities and differences in movements and expressions.

I can respond differently to a variety of tasks.

I can control the distance of the ball.

I can control the height of the ball. (Striking and fielding)

### Mathematical Development

Topic related Maths

### History and Geography

I can sequence the dinosaur periods

I can develop my understanding about ancient civilizations (Ancient Egypt)

I can use an increasing range of common words and phrases relating to the passing of time.

I can use dates and historical vocabulary to describe Ancient Egypt.

I can understand how our knowledge of the past is constructed from a range of sources.

I can follow a line of historical enquiry.

I can understand some of the beliefs of the Ancient Egyptians.

I can use appropriate geographical vocabulary.

I can use maps, globes, atlases and plans to locate places.

I can begin to use 4 figure grid references.

I can make comparisons between the River Nile in the past and the River Nile in the present.

### COMPUTING

I can understand how to stay safe when using the internet.

I can make choices on which program is best for a given task.

I can use simple search engines to explore Egyptian tombs.

I can recognise some sources are more reliable than others.

Homework - please see separate sheet, which will be sent in children's homework folder.



Our learning is based around our topic:  
**FOOTPRINTS IN THE PAST!**

### Core Texts:

Tyrannasaurus Drip by Julia Donaldson

What happened to the dinosaurs? by Jon Hughes

Stone Girl, Bone Girl by Laurence Anholt

Uneversaurus by Professor Potts

Secrets of Tutankhamun by Patricia Cleveland Peck

See inside Ancient Egypt by Rob Lloyd Jones

A Visitors Guide to Ancient Egypt

An Ancient Egyptian tomb by Jacqueline Morley

Why were mummies wrapped? Miles Kelly

Ancient Egypt: Explorers

### Creative development (art, music, DT)

I can use observation of colour and shape in Egyptian art.

I can review the work of Gustav Klimt.

I can create patterns inspired by Gustav Klimt.

I can design a tomb for an Egyptian king.

I can evaluate my work.

I can listen and identify tempo and pitch in music.

I can learn to play the glockenspiel.

I can experiment to find out which shapes form strong and sturdy structures.

I can build strong and sturdy structures.

I can understand why a structure is sturdy.

### MFL (French)

I can recognise months of the year.

I can recall and use the vocabulary for colours.

I can ask what colour something is.

I can recognise and use vocabulary for animals.

I can celebrate Easter.

## Year 3 Term/Date Spring 2 2020

### ENGLISH

I can predict what might happen in a story.

I can make inferences to compare characters.

I can extend my writing using conjunctions.

I can use full stops and capital letters, question marks and commas correctly in my sentences.

I can use a variety of sentence starters.

I can use main and subordinate clauses in my writing.

I can use persuasive language.

I can write a letter.

I can evaluate and edit a piece of writing to improve it.

I can use the present perfect form of verbs.

I can use an information text to retrieve information.

I can develop my research skills.

I can write an explanation text.

I can recognise and use a wide variety of adjectives/adverbs in my writing.

I can write a diary extract.

I can practise my spellings and use them in my writing.

### Science

I can describe different rocks through observation and record my findings.

I can suggest reasons why dinosaurs became extinct.

I can understand what a fossil is.

I can understand how fossils are formed.

I can understand Mary Anning's contribution to palaeontology.

I can carry out simple comparative and fair tests. (Volcanic experiment)

I can understand a fair test (permeability of rocks)

I can make predictions and use observations to draw conclusions.

### PSHCE/RE

I can understand how exercise affects my body and know why my heart and lungs are such important organs.

I can identify how I feel about drugs.

I can tell you strategies for keeping myself safe.

I can understand like medicines, some household substances can be harmful if not used correctly.

I can understand what Good Friday means to Christians.

I can recognise and understand religious symbols.

I can reflect on the Easter Story.