

<p>RE</p> <p>To understand why Christians, believe that Jesus is God's Son.</p> <p>To understand that Christians believe Jesus had power over nature, sickness and sin.</p>	<p>Geography</p> <p>I can name the continents and recognise them on maps, satellite images and globes.</p> <p>I know that Europe and the UK were once joined (Doggerland) and can explain how this has changed.</p> <p>I know how climate can alter sea level and how this can alter the land.</p>	<p>History</p> <p>I understand what the tribal system was within the Bronze/Stone Age</p> <p>I know about seasonal worship</p> <p>I know how land was cultivated for farmland (bronze/stone age)</p> <p>I can explain the relationships between groups of people</p> <p>I can link historical periods in terms of millenniums (AD/BC)</p> <p>I know about seasonal worship</p>	<p>Computing</p> <p>I can run, test and debug a programme</p> <p>I can create a flow chart in order to run a programme</p> <p>I know some of the effects of playing inappropriate games</p> <p>I can safely search the internet for a given criteria and understand the relevance of the results</p>	
<p>What do Miracles tell us about Jesus?</p>	<p>Dogger land: Sea Level change</p>	<p>Stone Age – Palaeolithic, Mesolithic and Neolithic Periods</p>	<p>Unit 31 – Coding / Online Safety – Health, Wellbeing and Lifestyle – Appropriate Content</p>	
<p>Art</p> <p>I can use a range of tools appropriate for a given purpose</p> <p>I can paint adding detail to the surface area</p> <p>I can take a photo with a creative vision</p>	<p>Music</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can begin to identify and distinguish between different genres of music.</p> <p>I can listen to simple pieces of music and describe similar themes amongst them.</p> <p>I can name and identify an increasing number of instruments in a piece of music e.g. drums, piano, voices, triangle etc.</p>	<p>Science</p> <p>I know that soils are made from rocks and organic matter.</p> <p>I can compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>PSHE</p> <p>I can tell about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream / ambition that is important to me</p> <p>I can face new learning challenges and work out the best way for me to achieve them</p> <p>I am motivated and enthusiastic about achieving in a new challenge</p> <p>I can recognise obstacles and take steps to overcome them</p>	
<p>Stone Age materials / Fabric dyes</p>	<p>Charanga – The Dragon Song</p>	<p>Rocks and Soils</p>	<p>Jigsaw - Dreams and Goals</p>	
<p>Physical Education</p> <p>I can adapt sequence to improve performance, quality of action and transition</p> <p>I can Compare and contrast sequences</p> <p>I can adapt a sequence to improve performance. Work well on own and contribute to partner's sequence</p>		<div style="text-align: center;">  <p>TOPIC WEB YEAR 3</p> <h1>The Stone Age</h1> </div>		<p><u>Resource implications</u></p> <p>Flint and Steel (& Ferro Rods) Vegetable / food dyes</p>
<p>Gymnastics – Balance and Rolls</p>		<p><u>Trips/experiences</u></p> <p>Fire lighting Creation of wooden / stone tools</p>		