

## Maths

### Adding and Subtracting across 10 (Number – Addition and Subtraction Y3)

I can solve problems with addition and subtraction:

- ✓ using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- ✓ applying my increasing knowledge of mental and written methods
  - ✓ adding three one-digit numbers

I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

### Numbers to 1,000 (Number - Number and Place Value Y3)

I can count from 0 in multiples of 4, 8, 50 and 100

I can find 10 or 100 more or less than a given number

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

I can compare and order numbers up to 1000

I can identify, represent and estimate numbers using different representations

I can read and write numbers up to 1000 in numerals and in words

I can solve number problems and practical problems involving these ideas

### (Number - Addition and Subtraction Y3)

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

### (Measurement)

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

## Computing - Computing systems and networks CONNECTING COMPUTERS

I can suggest differences between using digital devices and non-digital tools  
I can explain the role of a switch, server, and wireless access point in a network  
I can suggest differences between using digital devices and non-digital tools

## Online Safety - Health, Wellbeing and Lifestyle

I can explain why spending too much time using technology can sometimes have a negative impact on anyone  
I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged  
I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable  
I can explain how using technology can be a distraction from other things, in both a positive and negative way.  
I can identify times or situations when someone may need to limit the amount of time they use technology

## French - J'apprends le Français

I can locate France, Paris and a few key cities on a map.  
I can say my name  
I can say how I am feeling  
I know up to 10 colours  
I can count from 1-10 in French.

# Sapphire Class Curriculum Overview Term 1 – Cycle A

## Science - Light

I can recognise that they need light in order to see things and that dark is the absence of light.  
I can notice that light is reflected from surfaces.  
I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  
I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.  
I can find patterns in the way that the size of shadows change.

## PSHE – Resilience (Year 3)

I will know what makes a resilient action  
I will know how emotions affect my actions  
I will know what to do in the tornado zone  
I will know a resilient reaction to an angry person  
I will know how to get out of the Pit of Failure  
I will know how to identify the two responses to a mistake

## PSHE – Resilience (Year 4)

I will know the importance of resilience  
I will know that emotions can be helpful and unhelpful  
I will know my triggers  
I will know the steps to manage angry people  
I will know how the fear of failure can lead to bad outcomes  
I will know how to respond positively to a mistake

## Art & Design - Painting & mixed media: Light & Dark

I can share my ideas about a painting.  
I can describe the difference between a tint and a shade.  
I can mix tints and shades by adding black or white paint.  
I can discuss my real-life experiences of how colours can appear different.  
I can use tints and shades to paint an object in 3D.  
I can try different arrangements of objects for a composition, explaining their decisions.  
I can produce a clear sketch that reflects the arrangement of their objects.  
I can create a final painting that shows an understanding of how colour can be used to show light & dark, & therefore show three dimensions.  
I can paint with care & control to make a still life with recognisable objects.

## RE - What do Christians learn from the creation story?

I can place the concepts of God and Creation on a timeline of the Bible's 'big story'  
I can make clear links between Genesis 1 and what Christians believe about God and Creation  
I can recognise that the story of 'the Fall' in Genesis 3, gives an explanation for why things go wrong in the world.  
I can describe what Christians do because they believe God is Creator  
I can describe how and why Christians might pray to God, say sorry and ask for forgiveness  
I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

## English - What was life like in the Stone Age? Core text - The Stone Age Boy by Satoshi Kitamura

I can read books that are structured in different ways  
I can read for a range of purposes  
I can write to entertain, to persuade & to inform  
I can write for a range of purposes - including poetry, play writing, story writing & newspaper reports  
I can use a range of punctuation & cohesive devices in my writing  
I can plan, write, evaluate & edit my writing & help others to do the same.

## Music - Musical Instrument Learning with Create Music More information to follow

## Core PE - Personal

### Co-ordination (Footwork)

I can combine 3-step zigzag patterns with cross-over when changing lead leg with...  
I can move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with...

I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...

- ✓ smooth, controlled movements.
- ✓ fluency and rhythm.
- ✓ movements performed in both directions/on both sides

### Static Balance (1 Leg)

I can stand still on uneven surface for 30 seconds with...  
I can stand still on uneven surface for 30 seconds with eyes closed with...

I can complete 10 squats into ankle extensions with...

I can complete 5 squats with eyes closed with...

- ✓ stability
- ✓ smooth, controlled movements
- ✓ consistent performance

### Real Gym

### Travel (mapping pathways) & Rotation (rotation sequences)

I can explore shapes and travel using different pathways and begin to link these to create a sequence.

I can develop sequences using a variety of shapes, travel & pathways.

I can consolidate & perform sequences using a variety of shapes, travel & pathways

I can explore rotations (rolls and spins) and begin to link these to create a sequence

I can develop sequences using a variety of rotations, levels, directions and speeds

I can consolidate and perform sequences using a variety of rotations, levels, directions and speeds.

## History - Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

I can understand that prehistory was a long time ago.  
I can accurately place AD and BC on a timeline.  
I can identify conclusions that are certainties & possibilities based on archaeological evidence.  
I can explain the limitations of archaeological evidence.  
I can use artefacts to make deductions about the Amesbury Archer's life.  
I can identify gaps in my knowledge of the Bronze Age.  
I can explain how bronze was better than stone and how it transformed farming.  
I can explain how trade increased during the Iron Age and why coins were needed.  
I can identify changes & continuities between the Neolithic & Iron Age periods.  
I can explain which period I would prefer to have lived in, providing evidence for my choice.