

**Autumn 2 (Cycle A): Planet Earth - Up In Smoke**

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should be taught to locate the worlds countries using maps and to describe and understand physical geography	<u>Volcanoes – How and where are volcanoes formed?</u> <ul style="list-style-type: none"> <li>I know the names and locations of some volcanoes.</li> <li>I know the different types of volcanoes.</li> <li>I know how volcanoes are made.</li> </ul>	<u>Volcanoes – How and where are volcanoes formed?</u> <ul style="list-style-type: none"> <li>I can ask and answer geographical questions.</li> <li>I can use maps and atlases to find the location of volcanoes.</li> <li>I can use geographical vocabulary linked to volcanoes.</li> </ul>
Art or D&T (A) Phase: 3/4	To build and apply knowledge, understanding and skills to design and make high quality products. To critique, evaluate and test ideas and products and the work of others.	<u>Volcanoes – Making a volcano</u> <ul style="list-style-type: none"> <li>I know how to make a working model of a volcano.</li> </ul>	<u>Volcanoes – Making a volcano</u> Design & Make <ul style="list-style-type: none"> <li>I can design with purpose.</li> <li>I can select and use appropriate materials and tools.</li> <li>I can refine and evaluate my design and product.</li> </ul>
Science (A) Phase: 3/4	<u>Y3-Rocks</u> Pupils should be taught to compare and group together different kinds of rocks and describe in simple terms how fossils are formed	<u>Year 3 Rocks</u> <ul style="list-style-type: none"> <li>I know the three different types of rocks.</li> <li>I know how fossils are formed.</li> <li>I know how soil is formed.</li> </ul>	<u>Year 3 Rocks</u> <ul style="list-style-type: none"> <li>I can set up simple comparative tests.</li> <li>I can make careful observations.</li> <li>I can use a classification key to present information.</li> </ul>
Computing (A) Phase: 3/4	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<u>Programming</u> <ul style="list-style-type: none"> <li>I know what an algorithm is.</li> <li>I know how to debug an algorithm.</li> <li>I know how to create my own algorithm.</li> </ul>	<u>Programming</u> <ul style="list-style-type: none"> <li>I can break an open ended problem up into smaller parts.</li> <li>I can put programming commands into a sequence to achieve a specific outcome.</li> <li>I keep testing my program and can recognise when I need to debug it.</li> <li>I can use repeat commands.</li> <li>I can describe the algorithm I will need for a simple task.</li> <li>I can detect a problem in an algorithm which could result in unsuccessful programming.</li> </ul>
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control and to develop an understanding of musical composition, organising.	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> <li>I know how to find the pulse and know how the pulse, rhythm and pitch fit together.</li> <li>I know the importance of warming up my voice.</li> <li>I know how to treat my instrument with respect.</li> <li>I know how to work together as part of a group to develop the confidence to sing alone.</li> <li>I know that a performance can influence how music is presented.</li> </ul>	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> <li>I can identify basic musical styles.</li> <li>I can begin to use accurate musical language.</li> <li>I can clap/play a simple rhythm and create my own.</li> <li>I can follow a leader/conductor.</li> <li>I can play a classroom instrument as part of a group and perform to other people.</li> <li>I can discuss other people’s performances.</li> </ul>

Physical Ed. (A) Phase: 3/4	<p>Develop flexibility, strength, technique, control and balance. They should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I know how to create sequences.</li> <li>• I know how to use apparatus safely.</li> </ul> <p><u>Games – Dodgeball</u></p> <ul style="list-style-type: none"> <li>• I know how to play as part of a team.</li> <li>• I know how to use equipment accurately.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can compare their performance with previous ones and know what to do to improve.</li> <li>• I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike.</li> <li>• I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast.</li> <li>• I can use space and more complex apparatus safely – in pairs and small groups.</li> </ul> <p><u>Games – Dodgeball</u></p> <ul style="list-style-type: none"> <li>• I can take part in modified games to help me improve my skills.</li> <li>• I can pass a ball and receive a ball to/from another individual with control.</li> </ul>
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore issues of justice and freedom. Explore religious rituals that show identity and belonging in different religious traditions.	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> <li>• I know how to explore religious stories that identify how believers are expected to behave.</li> <li>• I know how to explain the significance and use of symbols and artefacts in rites of passage.</li> </ul>	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> <li>• I can consider how they are expected to behave and where these rules come from.</li> <li>• I can compare the symbolism associated with rites of passage in two faiths.</li> </ul>
PSHE (A) Phase: 3/4		<p><u>Year 3 - Celebrating difference</u></p> <ul style="list-style-type: none"> <li>• I understand that everybody's family is different and important to them.</li> <li>• I understand that differences and conflicts sometimes happen among family members.</li> <li>• I know what it means to be a witness to bullying.</li> <li>• I recognise that some words are used in hurtful ways.</li> <li>• I know when my words affected someone's feelings and what the consequences were.</li> <li>• I know how to calm myself down and can use the 'Solve it' technique.</li> <li>• I know some ways of helping to make someone who is bullied feel better.</li> </ul>	<p><u>Year 3 - Celebrating difference</u></p> <ul style="list-style-type: none"> <li>• I appreciate my family/the people who care for me.</li> <li>• I can problem-solve a bullying situation with others.</li> <li>• I try hard not to use hurtful words.</li> <li>• I can give and receive compliments and know how this feels.</li> </ul>
Spanish (MFL) (A) Phase: 3/4	Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I know the names of some animals.</li> <li>• I know a Spanish song.</li> <li>• I know some vocabulary relating to Christmas.</li> </ul>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I can perform simple communicative tasks using single words (recall and retain new vocabulary).</li> <li>• I can listen attentively and understand everyday instructions and everyday classroom language.</li> <li>• I can listen and respond to simple rhymes, stories and songs.</li> <li>• I can imitate pronunciation of sounds.</li> </ul>