



**St Cecilia's**  
Catholic Primary School

**ART:**

- I can explore my ideas and record my experiences in my sketchbook and use these to produce creative work.
- I can develop an increasing awareness about art from the past and explore art from other cultures.
- I can evaluate my work and suggest ways to improve it.

**HISTORY:**

Changes in Britain from Stone Age to Iron Age

- I can describe some of the ways we use to find out about the past.
- I can order key events on a timeline.
- I can research and describe what life was like in the past from various sources.
- I can ask and answer questions about what has survived from prehistoric times
- I can discuss different interpretations about Stonehenge
- I can present my findings in different ways
- I can describe the main changes in each period

**LIBRARY:**

- I can explain how books are organised in the library into fiction and non fiction
- I understand how the Dewey System is used to classify books numerically.
- I can use a bookmark to mark my place when I am browsing through the books in the Library.

**R.E.:**

Family/ Domestic Church—Homes

- I can discuss some of the joys and sorrows of being a family at home.
- I can recognise that The Holy Family; Mary, Joseph and Jesus give us an example of a happy and caring family.
- I can begin to understand God's vision for every family.

Belonging/ Baptism—Promises

- I can recognise that belonging to a group involves promises and rules.
- I can recognise that through Baptism, I am invited to be part of the Church.
- I can describe some of the actions, signs and symbols in the sacrament of Baptism

**PSHCE**

- I can identify positive things about myself and my achievements.
- I know and can follow our school's Golden Rules. I can explain why they are important.
- I can discuss different ways that will help me to keep healthy, active and to grow well.
- I can reflect on how my actions affect other people's feelings and try to see things from their point of view
- I can discuss the importance of protecting personal information, including passwords and addresses.

**MATHS:**

- I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- I can compare and order numbers to 1000
- I can derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100
- I can add or subtract mentally combinations of 1, 2 and 3-digit numbers
- I can recall and use multiplication and division facts for the 3, 4, and 5 multiplication tables: I understand that multiplication is commutative
- I can draw and describe common 2-D shapes and recognise 3-D shapes in different orientations

**SCIENCE:**

Rocks and soils

- I can compare and group together different kinds of rocks on the basis of their appearance
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
- I can recognise that soils are made from rocks and organic matter.
- I can make careful observations
- I can set up simple comparative tests
- I can measure liquids carefully
- I present information using a branching key

# Year 3, Autumn 1 Rock of Ages

**FRENCH:**

Food, drink and colours

- I know words for food, drink and colours.
- I can count to thirty.
- I know the meaning of un, une, du, de, la and des.
- I can take part in a café role play.
- I can say simple greetings and be polite.

**LITERACY:**

Range of texts include

- Stories with familiar settings
- Non-fiction report
- Recounts

**MUSIC:**

Singing/instrumental accompaniment; composing/performing; how sounds are made

- I can identify the pulse of the music( 2, 3, 4 beats in a piece of music). I can read and play back a 4 bar rhythm from notation.
- I can follow both Kodaly hand signs and very basic notation to distinguish between pitches.
- I can 'move' around the xylophone using a 5-note sequence.
- I can sing a variety of songs both from memory and by following simple texts. I can identify AB and ABA form. I can maintain a vocal line against another melody.

**P.E.:**

- I show control and coordination in a range of skills
- I am beginning to understand simple tactics
- I can link movements together and explain my ideas
- I can compare my work to others and say how it can be improved
- I understand how to exercise safely
- I can describe how my body feels during exercise

**COMPUTING:**

- I can combine graphics with text to communicate ideas
- I can insert a picture into a document from an appropriate source
- I can use appropriate techniques to organise and present my writing

**SPELLING, PUNCTUATION AND GRAMMAR:**

- I can speak clearly and use expression when reading aloud and reciting texts.
- I can listen to others in class, ask relevant questions and follow instructions.
- I can investigate spelling patterns of suffixes and of silent letters
- I can begin to punctuate direct speech
- I can investigate the function of verbs

NOTE TO PARENTS: These learning objectives form part of the curriculum for one half term. The best learning takes place when the context is meaningful and made real to the child's own life. We hope that by sharing our aims, you and your family will support your child's efforts and achievements in any way you can.

**USEFUL LINKS:**

[www.theschoolrun.com/primary-national-curriculum-2014](http://www.theschoolrun.com/primary-national-curriculum-2014)

E-safety: [http://www.thinkuknow.co.uk/8\\_10/](http://www.thinkuknow.co.uk/8_10/)

<http://www.sciencekids.co.nz/gamesactivities/rocksoils.html>

<http://resources.woodlands-junior.kent.sch.uk/homework/timeline.html#Prehistoric>

<http://www.bbc.co.uk/schools>

<http://www.hamiltonathome.org.uk/7to11/Topics.html>



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**D&T:**

Pneumatics

I can describe and investigate familiar objects that use air to make them work: using appropriate vocabulary.

I can assemble simple pneumatic systems effectively to control movement.

I can work safely and accurately with a range of simple hand tools.

I can plan and record the stages of my work.

I can design and make a moving model controlled by a pneumatic system.

I can evaluate my product and suggest improvements.

**FRENCH:**

Clothes/ Colours

I know words for items of clothing.

I know that adjectives of colour follow the noun.

I know the meaning of *je, il, elle, ma mere* and *mon pere*.

I can use short phrases to describe what I am wearing..

**LIBRARY:**

I understand how the Dewey System is used to classify books numerically.

I can use a bookmark to mark my place when I am browsing through the books in the Library.

**R.E.:**

Islam

I can identify the key features of a mosque

I can describe what Muslims do when they go to the mosque

I can describe how Muslims pray and the importance of the mosque in their lives.

Advent/Christmas—Loving-Visitors

I can discuss the joys and demands of visitors.

I can retell the stories of the events surrounding the birth of Jesus.

I can describe how Christians use the time of Advent to reflect on their lives in preparation for the coming of Jesus.

**PSHCE**

I can express my views confidently and listen to and show respect for the views of others.

I can recognise my strengths and areas for improvement

I can discuss the importance of protecting personal information, including passwords and addresses.

I can discuss why teasing and bullying are wrong and how to seek help

**GEOGRAPHY:**

I can name and identify the continents

I can use maps to locate some of the countries in Europe.

I can name and locate counties and cities of the United Kingdom.

I can compare some of the features found locally with a European location

**SCIENCE:**

Forces and Magnets

I can compare movement of objects on different surfaces.

I can observe how magnets attract or repel each other.

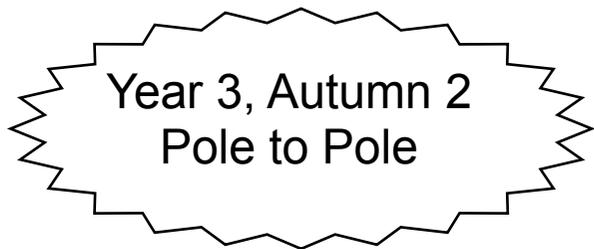
I can identify magnetic materials.

I can set up a fair test

I can make a prediction about what results will show.

I can make careful measurements.

I can record my findings and say what our results show



**MATHS:**

I can solve simple number problems using place value (3 digits)

I can read and tell the time in analogue and digital form to the nearest 5 minutes

I can interpret and present data using tables, pictograms, and bar charts

I can recall and use multiplication and division facts for the 2, 3, 4, 5, and 10 multiplication tables and find the related multiplication and division facts

I can add and subtract numbers with up to 3 digits mentally and using written methods

**LITERACY:**

Range of texts include

Traditional tales

Poetry

Letters

**MUSIC:**

Singing/instrumental accompaniment; composing/performing; how sounds are made

I can identify the pulse of the music (2, 3, 4 beats in a piece of music).  
I can read and play a 4 bar rhythm from notation.

I can follow both Kodaly hand signs and very basic notation to distinguish between pitches.

I can 'move' around the xylophone using a 5-note sequence.

I can sing a variety of songs both from memory and by following simple texts. I can identify AB and ABA form. I can maintain a vocal line against another melody.  
I can listen to and appraise pieces of music.

**P.E.:**

Gym, Dance and Games

I show control and coordination in a range of skills

I am beginning to understand simple tactics

I can link movements together and explain my ideas

I can compare my work to others and say how it can be improved

I understand how to exercise safely

I can describe how my body feels during exercise

**COMPUTING:**

I can develop a number of strategies for finding errors in programs

I can build up resilience and strategies for problem solving

I can develop my skills by using the 'Scratch' software

I can recognise a number of common types of bugs in software

**SPELLING, PUNCTUATION AND GRAMMAR:**

I can investigate spelling patterns of suffixes, contractions and homophones

I can punctuate sentences correctly using full stops, capital letters, question marks, exclamation marks and commas in a list.

I can use a range of conjunctions

I can identify different types of nouns

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<http://www.hamiltonathome.org.uk/7to11/Topics.html>

<http://www.theschoolrun.com/homework-help/polar-habitats>