



**St Cecilia's**  
Catholic Primary School

**ENGLISH:**

Range of texts include

Myths
Shape poetry

**SPELLING, PUNCTUATION AND GRAMMAR:**

I can use apostrophes to mark where letters are missing in words and to show possession
I can investigate suffixes and understand how to add them
I can express time, place and cause using prepositions
I can begin to use commas to separate clauses

**LIBRARY**

I can ask questions about a topic and know what the information will look like (e.g. map, text, diagram etc.)
I can compare the way information is presented.
I can skim text to gain an overall sense of it.
I can scan a piece of text to gain specific information.

**PSHCE**

I can recognise someone else's point of view
I can take on a role in a group and contribute to the overall outcome
I can use peaceful problem solving to sort out difficulties
I can describe ways to calm myself when I feel worried or angry

**R.E.:**

Energy

I can recognise wind and fire as forms of energy and that they represent the power of the Holy Spirit.
I can describe ways that the Holy Spirit enables people to hear and spread the Easter message.
I can make links between the Pentecost story and Christian belief in the power of the Holy Spirit
I can give reasons for some ways in which Christians live when they use the energy and gifts of the Holy Spirit.

Choices

I can make links to show how feelings and beliefs affect decisions
I can compare ideas about choices and consequences
I can make links between what we believe and what happens in the Sacrament of Reconciliation.

**SPEAKING & LISTENING:**

Speaking, listening, group discussion & interaction and drama

I can sustain a conversation, explaining or giving reasons for my views and choices.
I can use some drama strategies to explore stories or key issues.

**ART:**

I can work in my sketchbook to help me design other pieces of artwork.
I can find out about art in the past and from different parts of the world.
I can design and make a print
I can suggest ways to improve my work

**MUSIC:**

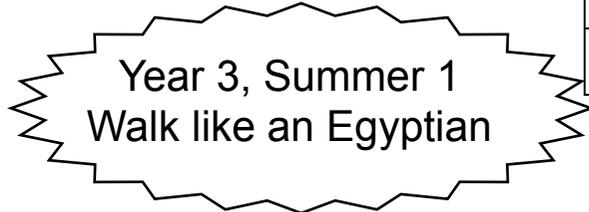
I know about the 4 instrumental families of the orchestra.

Working with a partner/small group, I can create short pieces of music to a set theme. I can perform to the class and am aware of others while creating and performing.
I can recognize differences in tempo and dynamics within songs and pieces of music. I can explore how 3-4 ostinato parts fit together.
I can sing a variety of songs of varying styles and cultures from memory and using text.
I understand graphic notation. I can create and perform from notated signs/symbols on graphs.

**SCIENCE:**

Plants

I can identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.
I can explore the requirements of plants for life and growth
I can investigate the ways in which water is transported within plants.
I can identify and describe the function of the flower.
I can set up a simple practical enquiry.
I can make systematic and careful observations



**MATHS:**

I can solve 1-step and 2-step problems involving missing numbers, money or measures, choosing and carrying out appropriate calculations
I can develop and use written methods to record, support or explain addition and subtraction of 3-digit numbers
I can derive and recall multiplication facts for the 2, 3, 4, 5, 6, 8 and 10 times tables and the corresponding division facts.
I can develop and use written methods for multiplication and division of 3 digits by one digit
I can interpret and present data using bar charts, pictograms and tables
I can identify right angles and identify which are greater than or less than a quarter turn
I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

**FRENCH:**

Animals/Classroom

I can copy the accent of my teacher.
I know the words for different animals.
I know the words for items around the classroom: <i>crayon, stylo, règle, levre.</i>
I know that <i>il</i> means he and <i>elle</i> means she.

**Computing:**

I can use information from the internet to help answer a question or to further my learning
I can evaluate a range of information from the Internet to see if it meets my search criteria
I can investigate computer networks, including the internet and use technology safely.

**HISTORY:**

Ancient Egypt

I can describe some of the ways we find out about the past.
I can locate Ancient Egypt on a map and place it on a timeline.
I can ask and answer questions about what has survived from Ancient Egypt.
I can find out about what life was like in the past from various sources.
I can recount some of the Ancient Egyptians beliefs about their gods and the afterlife.
I can explain the importance of the River Nile

**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.

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://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>
- <http://www.childrensuniversitymanchester.ac.uk/interactives/history/egypt/>
- <http://www.bbc.co.uk/schools>
- <http://www.hamiltonathome.org.uk/7to11/Topics.html>
- <http://resources.woodlands-junior.kent.sch.uk/revision/science/living./plants.html>
- <http://www.primaryhomeworkhelp.co.uk/egypt/mummies.htm>



**St Cecilia's**  
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**ENGLISH:**

Range of texts include

Non-Chronological Reports
Play scripts

**SPELLING, PUNCTUATION AND GRAMMAR:**

I can recognise verbs and use the appropriate tense
I can use speech punctuation
I can investigate the spellings of suffixes ending in -ion or -ian
I can use a wide range of conjunctions to extend sentences

**LIBRARY**

I can ask questions about a topic and know what the information will look like (e.g. map, text, diagram etc)
I can compare the way information is presented.
I can skim text to gain an overall sense of it.
I can scan a piece of text to gain specific information.

**PSHCE**

I understand the importance of forgiveness and reconciliation
I am beginning to realise the consequences of anti-social and aggressive behaviours
I can use technology safely, respectfully and responsibly
I can recognise and respect others' choices

**R.E.:**  
Judaism

I can describe the special place of worship for Jews
I can identify some of the special objects found in a synagogue
I can use religious words and phrases to talk about how Jews use and respect their synagogues

Special Places:

I can describe some special places for Jesus and the Christian community
I can give reasons why people go on pilgrimages
I can give reasons for why Christians should care about the world

**SPEAKING & LISTENING:**

Speaking, listening, group discussion & interaction and drama

I can participate in a performance
I can use some drama strategies to explore stories or key issues.

**MUSIC:**

I know about the 4 instrumental families of the orchestra.

Working with a partner/small group, I can create short pieces of music to a set theme. I can perform to the class and am aware of others while creating and performing.
I can recognize differences in tempo and dynamics within songs and pieces of music. I can explore how 3-4 ostinato parts fit together.
I can sing a variety of songs of varying styles and cultures from memory and using text.
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**DT:**

Making an Egyptian shaduf

I can research products and use this to create my own design.
I can select and use a range of tools and materials to make a model.
I can evaluate my product and suggest improvements.

**Science**

Significant Scientists
I can gather and record data.
I can use results to draw simple conclusions.
I can use straightforward scientific evidence to answer questions or to support my findings.

# Year 3, Summer 2 Walk like an Egyptian

**MATHS:**

I can solve problems in contexts, deciding which of the four operations to use
I can derive and recall multiplication facts for the 2, 3, 4, 5, 6, 8 and 10 times tables and the corresponding division facts.
I can add and subtract fractions with the same denominator within one whole
I can measure, compare, add and subtract lengths, mass and capacity.
I can interpret and present data using bar charts, pictograms and tables
I can recognise and describe 3d shapes

**FRENCH:**  
Classroom

I can copy the accent of my teacher.
I know the words for items around the classroom: <i>crayon, stylo, règle, livre.</i>
I can ask someone to pass me an object e.g. <i>Passes moi une gomme s'il vous plait.</i>
I know that <i>il</i> means he and <i>elle</i> means she.

**Computing:**

I can develop skills in shooting live video.
I can edit video
I can use technology safely, respectfully and responsibly

**HISTORY:**

Ancient Egypt

I can find out about what life was like in the past from various sources.
I can compare aspects of daily life in the past and present

**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 .
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<http://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

<http://www.childrens.university.manchester.ac.uk/interactives/history/egypt/>

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

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

<http://www.primaryhomeworkhelp.co.uk/egypt/mummies.htm>

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