Year 3 Terms 5 & 6

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| Topic Title: **Big City - London** |
| Science**Plants (Term 5)**Key Skills and Objectives: * Investigate the way water is transported in plants
* Identify parts and functions of a flowering plant
* Explore the life cycle of plants seed dispersal

**Animals including humans (Term 6)**Key Skills and Objectives: * To understand what a diet is.
* To understand a balanced diet and lifestyle.
* To understand how exercise affects our body and mental health.
* To know why exercise is needed.

General Science Key Skills:* To build upon investigation skills and understanding
* Making simple predictions
* Asking questions, suggest ideas or make predictions that can be tested.
* Recognising a fair test
* -With some support and increasing independence carry out a fair test, explaining why it is fair
* Recording observations in simple tables
* Making accurate measurements
* Use bar graphs, tables and charts to present results
* magnet, and identify some magnetic materials
 | GeographyEnquiry Question: **Are all cities the same as London?****London and City comparisons – now and the past.** Understanding geographical similarities and differences though the study of human and physical geography of a region of the UK.Key Skills/Objectives:**Locational knowledge*** Use maps sights on the internet
* Use digital/computer mapping to locate countries and describe features
* Use atlases and globes (use contents, keys and grid references)
* Identify features on aerial photographs
* Read the 8 points of a compass
* Locate and name the continents on a World Map
* Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time
* Try to make a simple scale drawing

**Place knowledge*** Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use
* Identify the main physical and human characteristics of the countries of Europe
* Describe geographical similarities and differences between a region in the United Kingdom and one in a European country
* Describe how the locality of the school has changed over time
 | HistoryEnquiry Question:**What was the Roman Empire?****Local History: How could you solve the mystery of the Beachy Head Lady?****Focus:**To investigate and interpret the past. The spread of the Roman Empire in a geographic and chronological sense. They should make links between new and existing learning.Sequence events related to both invasions of Britain. They should then turn this sequenced timeline into a scaled timeline. Roman invasion. A) Boudicca – fought back and eventually lost against the Roman army. B) Cartimandua – successfully cooperated with the Romans and ruled her kingdom.Key Skills and Objectives:* To communicate historically
* Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
* Place the time studied on a time line
* Use dates and terms related to the study unit and passing of time
* Sequence several events or artefact
* Find out about everyday lives of people in time studied
* Compare with our life today
* Identify reasons for and results of people's actions
* Identify and give reasons for different ways in which the past is represented
* Distinguish between different sources – compare different versions of the same story
* Look at representations of the period – museum, cartoons
* Understand why people may have wanted to do something
* Use a range of sources to find out about a period Observe small details – artefacts, pictures
* Select and record information relevant to the study
* Begin to use the library and internet for research
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| Art and Design**Focus:** Painting and printing**Context:** Buildings and nature**Key artists:** Barbara GilhoolyKey Skills and Objectives:* Exploring ideas and collecting visual and other information for my work e.g. artefacts, natural materials and research
* -Commenting on similarities and differences between my own and others’ work
* Adapting and improving my own work
* Using a number of sketches to base my work on.
* Sketching closely using a view finder
* Using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines
* Using different grades of pencil at different angles to show different tones. Hatching and cross hatching to show tone and texture in my drawings
* Mixing colours using tints and tones. Using watercolour paint to produce washes for backgrounds and then add detail
* Starting to experiment in creating mood and feelings with colour
* Using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines
* Making notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line
 | Design Technology**Focus - Food Technology****Plan, design and create a Royal Afternoon Tea.**Key Skills / Objectives:* To design, make and evaluate a food based product
* Generating ideas and recognising that my designs have to meet a range of different needs
* Thinking ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques
* Ordering and clarifying ideas using labelled sketches and models to communicate the details of my designs
 | Computing**Focus - Creating media, desktop publishing (Term 5)** **Programming, Online Safety (Term 6)**Key Skills / Objectives:* To recognise how text and images convey information
* To recognise that text and layout can be edited
* To choose appropriate page settings
* To add content to a desktop publishing publication
* To consider how different layouts can suit different purposes
* To consider the benefits of desktop publishing
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| French**Focus – Little Red Riding Hood (Term 5)** Vocabulary: La tête, La maison, La bouche, La grand-mère, (formal) Le nez, Le loup, Les yeux, Le bûcheron, Les pieds, La forêt, Les oreilles, Les parents, Les genoux, Des gâteaux, Les épaules, Le corps **Focus – Transport (Term 6)** Vocabulary:Les transports la voiturel’avionle bateau le bus le train la moto le camionKey Skills* To understand a range of words and some familiar phrases.
* Answering simple questions and giving basic information.
* Giving short, simple responses to what I see and hear, using set phrases.
* Listening attentively to spoken language and am beginning to join in and respond.
* To have developed accurate pronunciation for common words/phrases.
* To read and write familiar words and phrases.
 | Religion and Worldview**Christianity (Term 5)** **What Kind of World did Jesus want?** Key Objectives: * To understand the role of the disciples.
* To know how Jesus spread the word of God.
* To look at how Christians today follow Jesus.
* To understand what a leader is.

**How and why do people try to make the world a better place? (Term 6)** Key Objectives: * To explore why the world is not always a good place.
* To make links with the Golden Rules and different religious beliefs.
* To make links between religions.
 | Music**Singing (Term 6)****(Pitch, tone, volume, style)**Key Skills/Objectives:* To sing in unison, becoming aware of pitch
* To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes
* To think about others while performing.
* To create simple rhythmical patterns that use a small range of notes.
* To begin to understand musical notation.
* To understand the use of the pentatonic scale.
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| Physical Education**Swimming (Term 5 and 6)** Key Skills:* To know how to be safe in the water
* To know how to perform a star and mushroom float
* To develop front crawl skills
* To develop back stroke skills
* To be able to hold breath under water

**Throwing and jumping – Term 5** Key Skills:* To know how to throw accurately
* To know how to throw short distance
* To know how to throw long distance
* To explore how we use our bodies to jump as far as possible
* To jump from standing
* To jump from moving

**Cricket – Term 6**Key Skills:* To introduce concept of batting and fielding
* To know how to bowl
* To learn different ways to return the ball
* To learn how to stop the ball
* To develop batting with accuracy

**Rounders – Term 6**Key Skills:* To develop understanding of batting and fielding
* Using power to throw ball over distance
* To explore under arm and over arm throws
* Using long barrier to improve fielding skills
* To use skills within a game
* To develop team work
* To develop tactics and foreseeing
 | **PSHE****Relationships (Term 5):*** Know that different family members carry out different roles or have different responsibilities within the family
* Know some of the skills of friendship, e.g. taking turns, being a good listener
* Know some strategies for keeping themselves safe online
* Know that they and all children have rights (UNCRC)
* Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc
* Know how some of the actions and work of people around the world help and influence my life
* Know the lives of children around the world can be different from their own
* Prepare for transition to new year group managing change and building relationships with the new teacher

**Changing Me (Term 6):*** To know everyone is special and unique
* To know how and where babies grow
* To express how they feel when change happens
* To understand the change they’ll see in themselves
* To understand and respect the changes that they see in other people
* To know who they can ask for help if they are worried about change
* To explore stereotypes
* To identify what they are looking forward to next school year
 | **Stunning start: ‘Journey through London’****Marvellous middle:** **London Trip****Fabulous finish:** **Afternoon Tea (DT Enterprise project)** |