Year 3 Terms 5 & 6

|  |  |  |
| --- | --- | --- |
| 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 | Geography  Enquiry 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 | History  Enquiry 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 |
| Art and Design  **Focus:** Painting and printing  **Context:** Buildings and nature  **Key artists:** Barbara Gilhooly  Key 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 |
| 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 voiture  l’avion  le bateau  le bus  le train  la moto  le camion  Key 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. |
| 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)** |