Year 3 Terms 3 & 4

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| Topic Title: **Inventors workshop** | | |
| Science  **Focus- Forces and Magnets (Term 3)**  Key Skills/Objectives:   * Comparing how things move on different surfaces * Noticing that some forces need contact between two objects, but magnetic forces can act at a distance * Observing how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles * Predicting whether two magnets will attract or repel each other, depending on which poles are facing * Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet   **Focus – Plants (Term 4)**  Key Skills/Objectives:   * To identify the functions and features of a plant * To know what plants need for life and growth * To investigate the ways in which water transports within plants * Explore the role of flowers in the life cycle   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 | Geography  Enquiry Question:  **Do we all live in a digital world?**  **Focus -** Making comparisons between England and other countries  Key Skills/Objectives:  **Human and Physical Geography**   * Ask and answer geographical questions about the physical and human characteristics of a location * Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country * Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country   **Skills and Fieldwork**   * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * Use locational and directional language such as: near, far, left, right to describe the location of features on a map * Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies * Use a wider range of resources to identify the key physical and human features of a location | History  Enquiry Question:  **What changes in technology have had the most significant impact on the modern world?**  **Overall focus** - To investigate and interpret the past:  Using evidence to ask questions and find answers to questions about the past (transport, computer, communication and medical). Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggesting suitable sources of evidence for historical enquiries.  Key Skills:   * 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:** Drawing  **Key artists**: Paul Klee / Jessica Neilsen  Key Skills/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 * Sketches/science drawings | Design Technology:  **Focus: Mechanisms**  **To design, make and evaluate a moving structure (Rosie Revere/Iggy Peck architect).**  Key Skills/Objectives:   * To design, make and evaluate new designs (Rosie Revere/Iggy Peck architect) * 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 * Using scoring, and folding to shape materials accurately * Making cuts (scissors, snips, saw) accurately * Joining a variety of materials to make products using both permanent and temporary fastenings. * Using my work to identify where my evaluations have led to improvements in my products * STEM challenge day: create an invention to solve a problem | Computing:  **Focus: Creating media – Stop frame animation (Term 3)**  **Programming, Online safety (Term 4)**  Key Skills /Objectives:   * To explain that animation is a sequence of drawings or photographs * To relate animated movement with a sequence of images * To plan an animation * To identify the need to work consistently and carefully * To review and improve an animation * To evaluate the impact of adding other media to an animation |
| French  **Les Animaux – Term 3**  Vocabulary:  Un, une  Un lion, un oiseau, un lapin, un cheval, un mouton, un cochon, un canard, un singe, une souris, une vache, je suis  **In my town – Term 4**  Vocabulary:  une boulangerie  une école  une patinoire  un cinéma  un parc  un caf  **Key Skills:**   * To read familiar words and phrases. * To label items and choose appropriate words to complete short sentences. * To start to develop accurate pronunciation. * To listen attentively, join in and respond. * To use set phrases. * To give basic information. | Religion and Worldviews  **Islam – Term 3**  **KEQ:**  How do festivals and family life show what matters to a Muslim?  **Judaism – Term 4**  KEQ:  How do festivals and family life show what matters to Jewish people?  Key Skills:   * Use resources to ask and answer questions * Recognising and respecting that everyone is entitled to their own feelings and experiences * To retell religious stories. * Describe the impact of beliefs and practices on individuals, groups and communities. * Suggest answers to some questions raised by the study of religions and beliefs. * Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. | Music  **Focus - Composing and innovating music.**  **Term 3 - Garage Band: Composing music using digital technology.**  **Term 4 - Composing music using notation and musical instruments**  Key Skills/Objectives:   * To create simple rhythmical patterns that use a small range of notes. * To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. * To explore and comment on the ways sounds can be used expressively. * To begin to recognise simple notations to represent music, including pitch and volume. * To comment on the effectiveness of own work, identifying and making improvements. |
| Physical Education:  **Dance: Wild Animals – Term 3**  Key Skills/Objectives:  - responding to stimuli  - developing character dance  - develop sequences with a partner in character  - extending sequences with a partner  **Hockey – Term 4**  Key Skills/Objectives:  - Introduce dribbling  - passing and receiving  - combine dribbling and passing  - develop passing, dribbling and receiving  - introduce shooting | **PSHE:**  **Dreams and Goals – Term 3**  Key Skills/Objectives:   * To know how to face challenges and achieve success * Identifying dreams and ambitions * To plan steps to success * To build motivation * To recognise obstacles * To evaluate own learning process   **Healthy Me – Term 4**  Key Skills/Objectives:   * To know why heart and lungs are important * To understand calories, fats and sugars * To develop knowledge towards drugs * To identify things, people and places I need to keep safe from * To identify when something feels safe or unsafe * To understand how complex my body is and how to take care of it. | **Stunning start: Science experiments! Class rotations.**  **Marvellous middle: STEM challenge – invite parents**  **Fabulous finish: Science experiments! Class rotations including year 6 and mixing year groups and classes.** |