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 - Animals and humans**  Key Skills/Objectives:   * Animals have offspring that grow into adults * Basic needs for survival   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 -** Exploring global learning and 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 and Pastels**  **Key artists**: Leonardo DeVinci  Sound Art  World Book Day Art  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  **Focus – Time (Term 3)**  **Celebrating Epiphany. Parts of the day. Daily routine. What time is it? Questions words – song. The Stone Age.**  Vocabulary Term 3  Bonne Année  la galette des rois, la reine, le roi, la fève, la couronne  le matin, le midi, l’après-midi, le soir, la nuit  je me réveille, je me couche, je mange, je joue, je dors, tu te réveilles, tu te couches  Quelle heure est-il ? Il est …heure/s  je joue au football/tennis, je danse, je joue de la guitare  avec mon copain/ma copine  midi, minuit  l’Âge de pierre, la grotte, un chasseur, un mammouth, des chevaux, un bison, une lance, un silex, un harpon, une hutte, le feu  Grammar Term 3   * Reflexive verbs 1st & 2nd person singular present tense * Question words Qui, Quand, Quelle ? * Preposition AVEC * Possessive adjectives MON/MA * Prononciation of au/eau   **Focus – Food and Traditions (Term 4)**  **La Chandeleur (Pancake Day) & Mardi-gras.**  **Shapes & colours – Matisse. Food likes / dislikes. Food song. Easter celebration in France using a dictionary / finding new vocab.**  Vocabulary Term 4  on fête  la Chandeleur, le Mardi Gras,  Il faut, mélanger, la farine, les œufs, le lait, le sucre, le sel, la poêle, la crêpe, le citron, la confiture, la gaufre, le beignet  Revision of colours  Quelle est ta couleur préférée ? Ma couleur préférée, c’est …  dessiner, découper, coller, les ciseaux, la peinture, le pinceau, le papier  une spirale, un losange, une algue, un zigzag, une pomme  il peint, il découpe, il prend  Joyeuses Pâques  le lapin, le panier, le poussin, la poule, la cloche, l’agneau, l’œuf  les légumes, les tomates, les carottes, la soupe, les croissants, la galette, un chou-fleur, un cornichon, une pomme de terre, un salsifis, ils sautaient, ils dansaient  Grammar Term 4   * Formulating questions starting with QUI EST * -er verbs in perfect simple tense 3rd person plural * Pronunciation of œu   **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. | RE  **Enquiry Question**: Could Jesus heal people?  What is good about good Friday?  **Focus – Christianity**  **Jesus’ Miracles (Term 1)**  **Easter, forgiveness (Term 2)**  Jesus’ Miracles Objectives:   * To be able to name various Bible stories where Jesus healed people. * Make links to miracles in the modern day. * To question whether Jesus actually performed miracles. * To understand what the miracles showed us about Jesus and God.   Easter Objectives:   * To know the key term Salvation * To recall events in the Easter story * To understand why Jesus’ crucifixion symbolises hope for Christians.   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.**  **Garage Band – creating music based on popular artists e.g. Ed Sheeran.**  **Digital music & download**  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:  **Focus: Basketball (Term 3)**  **Tennis and Weather (Term 4)**  **Basketball**  Key Skills:   * Introduce dribbling; keeping control * Introduce passing and receiving * Combine dribbling and passing to create space * Develop passing, receiving and dribbling * Introduce shooting   **Tennis**  Key Skills:   * Introduction tennis, outwitting an opponent * Creating space to win a point * Consolidate how to win a game * introduce rackets * Introduce the forehand   **Weather**  Key Skills**:**   * Responding to stimuli, extreme weather * Developing thematic dance into a motif * Extending dance to create sequences with a partner * Developing sequences with a partner | **PSHE:**  **RSHE**   * To know the term self-esteem and know why it is important to have * high self esteem * To know and recognise some of my strengths * To know how to set an aspirational personal goal for myself * Know how my body might change as I grow and develop * Know I can celebrate everybody’s physical uniqueness * Know how to keep my body clean and hygienic * Know what a relationship is and the different types of relationships that * people enjoy * Know I can identify the different types of relationships that I am in * Know I have considered ways people show that they care for each other * within a relationship * Know that there are ways in which some people believe that * a boy should behave, and a girl should behave * Know and recognise that girls and boys have lots of similarities * Know that I can follow my aspirations, irrespective of the gender that * I was born * Know that it is my right to decide who can touch my body * Know I have thought about the reasons why some people may need to touch * my body * Know how to respond if someone touches my body without my permission * Know that I can identify a secret and a surprise, understanding the difference * Know that it is OK to keep a surprise and that it is important to share a secret * Know I have considered ways of sharing a secret appropriately   **Dreams & Goals:**   * Know that they are responsible for their own learning * Know what an obstacle is and how they can hinder achievement * Know how to take steps to overcome obstacles * Know what dreams and ambitions are important to them * Know about specific people who have overcome difficult challenges to achieve success * Know how they can best overcome learning challenges * Know what their own strengths are as a learner * Know how to evaluate their own learning progress and identify how it can be better next time | **Stunning start: STEM day! Introducing inventions.**  **Marvellous middle: Sublime science workshop – External visitor**  **Fabulous finish:** Dragons Den – pitching inventions to Class Teachers. |