Year 3 Terms 5 & 6

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| Topic Title: **London** |
| Science**Focus – 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

**Focus - Animals including humans (Term 6)**Key Skills and Objectives: * Identify that humans have skeletons and muscles for support, protection and movement

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: **How has the landscape of London changed since Roman times?****Focus - London and City comparisons -**Understanding geographical similarities and differences though the study of human and physical geography of a region of the UK. Creating a more detailed, labelled field sketchKey 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:**Which of the Roman achievements had the most significant impact on Britain?****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:** Drawing (Term 5) Painting (Term 6) **Context:** Portraits and Famous artwork**Key artists:** Paul Klee, Banksy, David HockneyKey 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

Trip to London gallery – TATE | 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 – People and Animals. (Term 5)****Pets. Adjectives – describing people. Adjectives – describing animals. Animals song. Plant cycle. Jack and the beanstalk.**Vocabulary Term 5j’ai un chat, un chien, un cheval, un poisson rouge, un oiseau, une araignée, une souris, une tortue, un hamster, un lapinmon père/frère, ma mère/sœur grand/e, petit/e, gentil/le, férocele fruit, la graine, la racine, la tige, les feuilles, la pluie, le soleil, la fleur pousse/poussentle haricot magique, le géant, la harpe, la vache, il va au marché, il grimpe, il court, il se cache, il prend, il glisse, il tombe, il est pauvre/richeGrammar Term 5* -er verbs in 3rd person singular and plural present tense
* Adjectival endings singular/plural/masculine/feminine
* Pronoun qui in J’ai … qui …
* Possessive adjectives mon/ma
* Pronunciation of j/g

**Focus – Verbs and Actions****14th July National Day celebration. Movement/action verbs – Jacques a dit. Summer activities. Holidays.**Vocabulary Term 6les feux d’artifice, la musique, le défilé, les lampions, la Révolution, on fait la fête, on célèbre se dandiner, tourner en rond, s’amuser, sauteril fait beau/chaudje nage/je joue/je m’amuseGrammar Term 6* -er and -re verbs in 3rd person singular present tense
* Imperative tense

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.
 | Religious Education**Enquiry Question**: Do Sikhs think it’s important to share? What is the best way for a Sikh to show commitment to God?**Focus – Sikhism (Terms 1 and 2)**Key Objectives: Term 1:* To explore how the beliefs of a Sikh affect the way they live their life.
* To understand what Sikhs share.
* To understand the importance of sharing to Sikhs.
* Links to the sharing of the Amrit during the Amrit ceremony.

Term 2:* To understand the different ways that Sikhs show their commitment to God.
* To compare different Sikh practices.
* To explore and suggest which Sikh practice shows the most commitment to God.

**Key Skills:*** Making some links between religious stories and beliefs
* Recognising key religious beliefs
* Giving some examples of religious beliefs
* Know some examples of key religious figures
* Recognising why these figures are important to people
 | Music**Focus- Singing, pitch, tone, volume, style** (**Term 5)** **London Street music and dance – busking – (Term 6)**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.
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| Physical Education**Focus:****Term 5 – Cricket and Swimming****Term 6 – Athletics and Swimming****Cricket**Key skills:* Understand the concept
* of batting and fielding
* Introduce throwing overarm
* Introduce throwing underarm
* Introduce catching
* Striking with intent

**Athletics**Key Skills: * Explore running for speed
* Explore acceleration
* Introduce /develop relay: Running for speed in a team
* Throwing: Accuracy vs distance
* Standing long jump

**Swimming**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
 | **PSHE****Healthy Me:*** Know how exercise affects their bodies
* Know why their hearts and lungs are such important organs
* Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
* Know that there are different types of drugs and which can be harmful
* Know that their bodies are complex and need taking care of
* Know that there are things, places and people that can be dangerous
* Know when something feels safe or unsafe
* Know a range of strategies to keep themselves safe

**Relationships:*** 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
 | **Stunning start: ‘Journey through London’****Marvellous middle:** **London Trip****Fabulous finish:** **London Street Party** |