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 | Geography  Enquiry 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 sketch  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:  **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 |
| Art and Design  **Focus:** Drawing (Term 5) Painting (Term 6)  **Context:** Portraits and Famous artwork  **Key artists:** Paul Klee, Banksy, David Hockney  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   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 |
| French  **Focus – People and Animals. (Term 5)**  **Pets. Adjectives – describing people. Adjectives – describing animals. Animals song. Plant cycle. Jack and the beanstalk.**  Vocabulary Term 5  j’ai un chat, un chien, un cheval, un poisson rouge, un oiseau, une araignée, une souris, une tortue, un hamster, un lapin  mon père/frère, ma mère/sœur  grand/e, petit/e, gentil/le, féroce  le fruit, la graine, la racine, la tige, les feuilles, la pluie, le soleil, la fleur pousse/poussent  le 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/riche  Grammar 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 6  les feux d’artifice, la musique, le défilé, les lampions, la Révolution, on fait la fête, on célèbre  se dandiner, tourner en rond, s’amuser, sauter  il fait beau/chaud  je nage/je joue/je m’amuse  Grammar 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. |
| 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** |