Year 3 Terms 1 & 2

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| Topic Title: **Rockin’ into the Stone Age** | | |
| Science  **Focus- Light (Term 1)**  Key skills and Objectives:   * Recognising that they need light in order to see things and that dark is the absence of light * Noticing that light is reflected from surfaces * Recognising that light from the sun can be dangerous and that there are ways to protect their eyes * Understanding that shadows are formed when the light from a light source is blocked by a solid object * Finding patterns in the way that the size of shadows changes   **Focus - Rocks and Fossils (Term 2)**  Key Skills and Objectives:   * Comparing and grouping different kinds of rocks on the basis of their appearance and simple physical properties * Describing how fossils are formed, when things that have lived are trapped within rock * Recognising that soils are made from rocks and organic matter   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:  **Where and what is Skara Brae?**  **Focus – Map Reading**  Key skills and Objectives:  **Locational knowledge:**   * 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   **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 | History  Enquiry Question:  **How has the face of a human changed since time began? (Mr T)**  **Overall focus -To investigate and interpret the past:**  Using evidence to ask questions and find answers to questions about the past (daily life, hunting, food, clothes, leisure activities, family roles). 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 - Sculpture -using natural resources (Term 1)**  **Focus - Artist Richard Shilling** **– Transient Art- Natural and clay (Term 2)**  Key Skills/Objectives:   * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work * Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them * Adapt their work according to their views and describe how they might develop it further * Annotate work in sketchbook * Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. * Basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidentially | Design Technology:  **Focus – Structures**  **To design, make and evaluate Stone Age photo frames**  Key Skills/Objectives:   * 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 | Computing:  **Focus – Computing systems and networks – connecting computers (Term 1)**  **Focus – Programming, Online safety (Term 2)**  Key Skills/Objectives:   * To explain how digital devices function * To identify input and output devices * To recognise how digital devices can change the way we work * To explain how a computer network can be used to share information * To explore how digital devices can be connected * To recognise the physical components of a network |
| French  **Focus – Greeting (Term 1)**  **The French speaking world and cognates. Greeting and saying how are you. Introducing ourselves – greetings and introductions song. Saying who we are and what we like using cognates. Halloween poem.**  Vocabulary Term 1  Bonjour, salut, au revoir, à bientôt, bonsoir  Comment t’appelles-tu ? Je m’appelle  Comment s’appelle t-il/elle ? Il/elle s’appelle  Comment ça va ? Ça va bien/très bien, mal, très mal, comme ci comme ça  et toi ? Merci, oui, non  Tu aimes ? J’aime  cognates and near cognates: le magicien, le sandwich, le tennis, l’éléphant, le lion, le crocodile, la banane, le chocolat, le chimpanzé  présent/e, absent/e  madame  la classe  un garçon, une fille  Écoute/z, regarde/z, donne/z, levez-vous, asseyez-vous, répétez, silence, bravo, super, excellent  l’Halloween, une sorcière, une citrouille, une maison hantée, une chauve-souris, des bonbons, un fantôme, un squelette, un dragon  Grammar Term 1   * Personal pronouns JE, TU, IL, ELLE * Formulating questions with Comment? * Definite articles le/la/les * -ER verbs 1st, 2nd, 3rd person singular present tense * Être present tense with je/tu/il/elle * Singular and plural forms of-ER verbs imperative tense * Coordinating conjunction ET * Pronunciation of ai/è/é, on/an/en   **Focus – At school (Term 2)**  **Classroom instructions and answering questions. Halloween poem. Counting to 20. Colours song. Counting and describing items. Christmas story/song.**  Vocabulary Term 2  zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt  Tu as ? Qu’est-ce que tu as ? J’ai  une trousse, un stylo, un crayon, une gomme, une règle, un taille-crayon  les couleurs, blanc, bleu, gris, jaune, orange, marron, noir, rose, rouge, vert, violet, multicolore  J’aime le + colour  Tu aimes le + colour  un carré, un triangle, un cercle, un rectangle  Joyeux Noël, les boules, le Père Noël, les cadeaux, les lutins, le renne, la dinde, l’ange, l’étoile, la bûche, le sapin  Grammar Term 2   * Indefinite article un/une/des * singular and plural endings of nouns * Formulating questions with Qu’est-ce que ? * Negative form in present tense with NE-PAS/N’-PAS * Preposition DANS * Pronunciation of eu/in/oi/ui   Key Skills:   * Understanding 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 | Religious Education  Enquiry questions:  **Does joining the Khalsa make a person a better Sikh?**  **Has Christmas lost its true meaning?**  **Focus –**  **Term 1: Sikhism: The Amrit Ceremony and the Khalsa.**  **Term 2: Christmas: key religious beliefs and figures.**  Sikhism objectives:   * To know and retell the story of the forming of the Khalsa * Identify the 5 Ks and explain their significance * Explain why the Khalsa is important to Sikhs * Be able to talk with confidence about the Amrit ceremony   Christianity objectives:   * To know the meaning of incarnation * To remember to true meaning of Christmas * To learn the significance of Christmas to Christians * To see how views of Christmas have changed over the years.   Key Skills:   * To identify the impacts of beliefs and practices on people’s lives. * To identify similarities and differences between religions and beliefs. * To ask significant questions about religions and beliefs. * To compare aspects of their own experiences and those of others, identifying what influences their lives. * To make links between values and commitments, including religious ones. | Music  **Focus - Rhythm and Pitch**  **Rob Carruthers Music teacher**  Key Skills/Objectives:   * To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes * 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 |
| Physical Education  **Focus:**  **Term 1 –** Gymnastics (Symmetry and Asymmetry), Dance with Zara (3L) and Tag rugby  **Symmetry and Asymmetry**  Key Skills:   * Introduction to symmetry * Introduction to asymmetry * Application of learning onto apparatus * Sequence formation * Sequence completion   **Tag Rugby**  Key Skills:   * Introduce moving with the ball, passing and receiving * Introduce tagging * Create space when attacking * Develop passing and moving * Combine passing/moving to create attacking opportunities   **Term 2**: Handball and Wild Animals  **Handball**  Key Skills:   * Introduce passing, receiving and creating space * Develop passing and moving * Combine passing and moving * Introduce shooting * Develop passing and * Shooting   **Wild Animals**  Key Skills**:**   * Responding to stimuli * Developing character dance into a motif * Developing sequences with a partner in character that show relationships * Extending sequences with a partner in character | PSHE:  Being me in my world:   * Re-establishment of school rules and expectations * To know why rules are needed and how these relate to rewards and consequences * Children understand the right to vote and begin to learn about democracy with school council class elections * Setting goals and reflecting on these during learning both written and verbally   Celebrating Difference:   * Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do * Know that conflict is a normal part of relationships * Know that some words are used in hurtful ways and that this can have consequences * Know why families are important * Know that everybody’s family is different * Know that sometimes family members don’t get along and some reasons for this | Stunning start**: Rock in to the Stone Age –**  **Kahoot Quiz, Rock n Roll dance, Mammoth collage.**  Marvellous middle: **Forest School Stone Age** -  **Building Fires, Cooking fruit stew on fire pit, Den building.**  Fabulous finish**: Clay jewellery making / Stone Age fashion show.** |