SCIENCE

Light

Recognise that they need light in order to see things and recognise that darkness is the absence of light?
-Notice that light is reflected from surfaces?
-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
-Recognise that shadows are formed when the light from a light source is blocked by a solid object?
-Find patterns in the way that the size of shadows change?
-Explain the difference between transparent, translucent and opaque.

Scientific Enquiry

- **Ask** questions and discuss ways to find out the answers
-Set up their own investigations
-Make systematic observations and, where appropriate, take accurate measurements using a range of equipment
-Gather, record, classify and present data
-Discuss and recording findings using scientific language, drawings, labelled diagrams, keys, bar charts, and tables
-Make predictions.
-Discuss findings.

ART

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
-Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [eg. pencil, charcoal, paint, clay]
-Taught about great artists, architects and designers in history.
E-Painting-
F-Creative response

DT –

Design •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make •select from and use a wider range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining, finishing], accurately •select from, use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate •investigate and analyse a range of existing products •evaluate their ideas and products against their own design criteria, consider the views of others to improve their work •understand how key events/ individuals in design and technology have helped shape the world
Technical Knowledge •apply their understanding of how to strengthen, stiffen and reinforce more complex structures •understand and use mechanical systems in their products [eg, gears, pulleys, cams, levers and linkages] •understand and use electrical systems in their products [e.g series circuits incorporating switches, bulbs, buzzers and motors] •apply their understanding of computing to program, monitor and control their products. **(F-Structures-What makes a bridge strong? (E-Systems-)**

GEOGRAPHY

OS maps and scales-Geographical skills and fieldwork

• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
•use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

HISTORY

Rome and its impact on Britain

The Roman Empire and its impact on Britain. This study looks back at the Iron Age and the difference that the Romanisation of Britain made.
Key Skills:
- Understanding of chronology
-Continuity and change
-Historical enquiry and using historical sources
-Understanding historical significance
-Communicating historical knowledge and understanding
-Cause and consequence

SUMMER TERM
YEAR 3

COMPUTING

Programming B- Events and Actions

• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
•Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
•Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs
•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
E-Safety

Creating media-Stop-Frame Animation

•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
E-Safety

PE Swimming and Athletics Swimming and Rounders

•use running, jumping, throwing and catching in isolation and in combination •play competitive games, modified where appropriate [eg, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending •develop flexibility, strength, technique, control and balance [eg, through athletics and gymnastics] •perform dances using a range of movement patterns •take part in outdoor and adventurous activity challenges both individually and within a team Swimming •Push and glide with arms extended front and back •Use on basic stroke, breathing correctly. • Control leg movements. •Travel 50 meters unaided.

MUSIC

Play and perform
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.
Creating and developing musical ideas
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 comment on the effectiveness of own work, identifying and making improvements.
Listening and applying
To listen with attention and begin to recall sounds.
To begin to understand how different musical elements are combined and used to create an effect.
To begin to recognise simple notations to represent music, including pitch and volume.
To listen to and begin to respond to music drawn from different traditions and great composers and musicians

PSHE

Careers, financial capability and economic wellbeing: Saving, spending and budgeting
Pupils learn:
• about what influences people's choices about spending and saving money.
• how people can keep track of their money.
•about the world of work.
Physical health and wellbeing: What helps me choose?
Pupils learn:
• about making healthy choices about food and drinks.
• about how branding can affect what foods people choose to buy.
• about keeping active and some of the challenges of this.

RE

What kind of world did Jesus want?
How and why do people try to make the world a better place?

FRENCH:

Unit 5 – Animals
Unit 6 - Shapes