

SCIENCE Revisit Rocks

- Describe** and explain the components of different types of soil.
- Recognise** that soils are made from rocks and organic matter
- Describe**, in simple terms, how fossils are formed when things that have lived are trapped within the rock.

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.

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.

C-Textiles & Collage- Faith Ringgold

D-3-D- Louise Bourgeois

RE

What is it like for someone to follow God? Key concept: People of God
For Christians what was the impact of the Pentecost? Key concept: People of God

PSHE

Mental health and emotional wellbeing: Strengths and challenges

Pupils learn:

- about celebrating achievements and setting personal goals.
- about dealing with put-downs.
- about positive ways to deal with setbacks.

PSHE – Identity, society and equality: Celebrating difference

Pupils learn:

- Pupils learn about valuing the similarities and differences between themselves and others.
- Pupils learn about what is meant by community.
- Pupils learn about belonging to groups.

GEOGRAPHY

Human geography and physical (revisit location, culture, connection interdependence.

- physical geography: climate zones, biomes and vegetation belts, rivers, mountains.
- human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

FRENCH

CUSP Block C – Introducing and questions

CUSP Block D – Working together (following instructions)

SPRING TERM YEAR 3

COMPUTING

Creating media- Desktop Publishing

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

Data and information-Branching Databases

- 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

E-Safety

PE Hockey and rugby

- 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

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.

DT Cooking and Nutrition (D-How does food affect your body and mind)

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed.

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. **(E-Systems- Make a shadow puppet theatre)**