

SCIENCE

Forces and Magnets

-**Compare** how things move on different surfaces?

-**Observe** that magnetic forces can be transmitted without direct contact?

-**Observe** how some magnets attract or repel each other?

-**Identify** and classify which everyday materials are attracted to magnets and which are not?

-**Notice** that some forces need contact between two objects, but magnetic forces can act at a distance?

-**Describe** magnets have having two poles (N & S) and predict whether two magnets will attract or repel each other depending on which poles are facing?

Plants

-**Identify** and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)

-**Explore** the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?

-**Investigate** the way in which water is transported within plants?

-**Explore** the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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?) (C-Mechanisms-How can you do a lot of work with little effort?)

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

Local History Study

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Key Skills:

- Understanding of chronology

-Historical enquiry and using historical sources

-Understanding historical significance

-Communicating historical knowledge and understanding

SUMMER TERM YEAR 3

COMPUTING

Programming A- Sequence in music

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

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

How do festivals and worship show what matters to Muslims?

How and why do people try to make the world a better place?

FRENCH

CUSP Block E –Playing together- (asking to play)

CUSP Block F – Eating together