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.

C-Textiles & Collage- Faith Ringgold

D-3-D- Louise Bourgeois

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 The United Kingdom

Locational knowledge

-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

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, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

HISTORY

Stone age, Bronze age, Iron age.

See Autumn term for details.

Rome and its impact on Britain

See Summer term for details.

RE

What is it like for someone to follow God?
How do festivals and worship show what matters to a Muslim?

FRENCH:

Unit 3 – I am able…
Unit 4 – Ancient Britain

SPRING TERM YEAR 3

COMPUTING

Programming A- Sequence in music

• 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

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

PE OAA and rugby Dance and gymnastics

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