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| **History Focus – Local History** | **Year 3 – Tom’s Midnight Garden** | **Art and Design – Threshold Concepts** |
| **History**  **Investigate and interpret the past:**  **-use evidence to ask questions and find answers to questions about the past.**  **- understand how our knowledge of the past is constructed from a range of sources.**  **Build an overview of world History:**  **-describe the changes that have happened in the locality of the school throughout history.**  **-construct informed responses that involve a selection of relevant information.**  **Understand chronology:**  **-use common words and phrases relating to the passing of time.**  **-develop a chronologically secure knowledge and understanding of British and local history.**  **Communicate historically:**  **-develop the appropriate use of historical terms.**  **-address and devise historically valid questions about change, cause, similarity, difference and significance.**  **Science**  **Physics**  Investigating light and seeing and how light and reflection affect sight.  -recognise that they need light in order to see things and that dark 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 sizes of shadows change.  **Working scientifically:**  -report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.  -identify differences, similarities or changes related to simple, scientific ideas and processes. | **English focus text:** Tom’s Midnight Garden by Philippa Pearce.  **Extended writing outcomes:**  -Non-fiction non-chronological report about grandfather clocks.  -Descriptive piece based on the first time entering the garden.  -Balanced argument about whether it was the fair/right thing to do, to send Tom away to live with his Uncle and Aunt.  **Shorter writing outcomes:**  -information poster about measles.  -diary entry for the date Tom left home.  -prediction/inference questions  **Supporting Texts**      Science History | **Cityscape Art**  **Artist Spotlight:** Camille Pissarro  **Art Period:** 1800-1900  **Art Style:** Cityscape Photorealism  **To develop ideas:**  -adapt and refine ideas as they progress.  -explore ideas in a variety of ways.  -comment on artwork using visual language.  **To master techniques:**  -use a number of brush techniques using thick and thin brushes to produce shapes, textures and patterns.  -mix colours effectively.  -use watercolour paint to produce washes for backgrounds and then add detail.  -experiment with creating mood with colour.  **Take inspiration from the greats:**  -replicate some of the techniques used by notable artists, artisans and designers.  -create original pieces of artwork that are influenced by the study of others. |
| **Cross Curricular Links**  **DT:** Creating a 3D product from 2D shapes.  **RE:** Religion: Hinduism. Theme: Hindu Beliefs.  **I.C.T:** E-Safety and Computer Science.  **P.E:** Tag Rugby. Strivr.  **MFL:** Spanish.  **Music:** Charanga.  **PSHE:** Jigsaw. Relationships. |