

Year 3	Autumn -	Spring -	Summer -
Geog	<p><u>Why is the Lake District one of the UK's unique locations?</u></p> <ul style="list-style-type: none"> -What are national parks and where are they located in the UK? (Recap countries of the UK, explain GB is different from UK and surrounding seas, introduce counties) -Where is the Lake District and what are the main lakes and mountains called? -How were the mountains and valleys in the Lake District formed? (Ice) -What are the main industries in the Lake District? (Link to Livingstone Yr2: mining (trade) & tourism) -How does the Lake District compare to the Peak District? 		<p><u>What causes an earthquake or volcano?</u></p> <ul style="list-style-type: none"> -What lies beneath our feet? -What causes an earthquake and how does it affect the surrounding area? -What causes a volcano? -What is the Ring of Fire? -Why do people live near a volcano? (Vesuvius: Tourism)
History	<p><u>How did Britain change between the beginning of the Stone age and the end of the Iron age?</u></p> <ul style="list-style-type: none"> -When did the Stone Age begin and the Iron Age end? -What are the key differences between the stone, bronze and iron ages? -What is meant by hunter gatherers? -What was the significance of the discovery of iron ore and the invention of the wheel? -Why was the creation of Iron Age Hill Forts so important? 		<p><u>How did Britain change between the end of the Iron-age and the end of the Roman occupation?</u></p> <ul style="list-style-type: none"> -When did the Romans invade Britain and what did the Romans find when they first arrived in Britain? -What evidence is there that the Romans came to Britain at all? -Who are some of the significant people from the Roman era? -What impact did the Romans have on Britain? -Why and when did the Romans leave Britain?

<p>Sci</p>	<p>Light - <u>Why do we have light and dark and what is its impact on our everyday life?</u> -Know what dark is (in relation to the absence of light) -Know that we need light so we can see things -Know that light can be reflected -Know how a shadow is formed and why they change shape -Know the dangers of looking directly at the sun</p> <p>Magnets - <u>What do we mean by a 'force'?</u> -Know how objects move by either a push or a pull -Know how things move on different surfaces -Know how magnets work -Know which materials are attracted to magnets</p>	<p>Animals including humans - <u>Why do humans have a skeleton and muscles?</u> -Know the names of the main parts of the skeleton and their functions -Know what the function of muscles are and how they work -Know what joints are and how they work -Compare skeletons of different animals to humans -Know how the different food groups help maintain healthy bones and muscles</p> <p>Plants - <u>What does a plant need to flourish?</u> -Know the function of the different parts of the flowering plant -Know that light, air, water and nutrients from solid are all important for plant growth -Know how water is transported within a plant -Know the part that flowers play in the life cycle of a flowering plant -Know about pollination, seed formation and seed dispersal</p>	<p>Rocks - <u>What are the main types of rocks on our Earth?</u> -Know how fossils are formed -Know what soil is -Know the difference between igneous, sedimentary and metamorphic rocks. -Group together different rocks according to different attributes -Know that some crystals are extremely rare and valuable</p> <p>Plants - <u>What does a plant need to flourish?</u> -Know the function of the different parts of the flowering plant -Know that light, air, water and nutrients from solid are all important for plant growth -Know how water is transported within a plant -Know the part that flowers plays in the life cycle of a flowering plant -Know about pollination, seed formation and seed dispersal</p>
<p>Art</p>	<p>Drawing: Vincent Van Gogh line drawing To investigate different marks that can be made using pencils. 2a To compare, own work with marks made by Vincent Van Gogh in his work. 5d, 3a To explore shading techniques and talk about and investigate light/medium/dark tone. 3a, 3b To work from the imagination and explore ideas using a story as a starting point. 1a</p>	<p>Painting: Van Gogh and Sean Scully work focusing on application of colour To mix colour tints using primary and secondary colours + white 1c To discuss colours produced and say what they think and feel about them. 3a To understand tint and tone through practical experience. 4a</p>	<p>Printing: monoprints To use a roller and printing ink to experiment with mark making. 2a, 4b To make thoughtful responses to a story as a starting point for their work. 5a To review what they and others have done and say what they think and feel about it. 3a To develop the use of tools and techniques learned in previous session. 4a</p>

	<p>To say what they think about their work and adapt it according to their views. 3a, 3b</p> <p>To select and develop part of an image. 1a</p> <p>To develop work using own images as a starting point with a focus on pattern, line and shape. 4a, 5a</p> <p>To discuss work and identify areas for development. 3a, 3b</p>	<p>To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. 5d</p> <p>To use similar ideas and techniques in their work. 2bd</p> <p>To compare methods and approaches used by other artists to produce images of the sky. 5d</p> <p>To use direct observation as a starting point for work. 1a, 4a</p> <p>To make practical responses to the work artist of Sean Scully. 4c</p> <p>To identify and recognise his use of stripes and blocks of colour. 4b</p> <p>To experiment with the techniques of 'tonking' and 'sgraffito'.2b</p> <p>To adapt their work according to their views. 3b</p>	<p>To investigate the possibilities of a range of materials and processes by experimenting with mono-printing. 2a</p> <p>To select colours and surfaces to develop ideas. 1b</p> <p>To review what they and others have done and comment upon the images achieved using the mono- printing process. 3a</p> <p>To record and reflect in sketchbooks 1c</p> <p>To use plasticine to produce a relief stamp. 2b</p> <p>To print coloured, repeated patterns onto selected surfaces. 2c</p>
DT	<p>How can we make a savoury tart to be served to tourists in a cafe in the Lake District?</p> <ul style="list-style-type: none"> -Find out about different tart recipes -Research and taste different produce -Design an initial idea, which focuses on selecting ingredients -Gather resources and make the product -Evaluate the final product against the original brief 	<p>How can we create a structure to grow flowers in a garden?</p> <ul style="list-style-type: none"> -Research to find out about different structures to grow plants in -Design a structure which is sympathetic to a garden -Gather the resources needed to make the structure -Ensure that the structure is stable but also aesthetically pleasing -Evaluate the structure and consider what is aesthetically pleasing and what could have been done differently 	<p>How can we design a catapult that will propel a ball the furthest?</p> <ul style="list-style-type: none"> -Research different levers and catapults -Design a catapult which uses a lever -Gather the resources needed to make the catapult -Make and test the catapult -Evaluate the catapult against thor original idea and make suggestions about improvements
Music (Junior Jam)	<ul style="list-style-type: none"> ● Musical Theory level 1 with keyboards ● Singing level 1 	<ul style="list-style-type: none"> ● Songwriting with glockenspiels level 1 ● Steel Pans level 1 	<ul style="list-style-type: none"> ● Boom Whackers level 1 ● Ukuleles level 1
IT (Junior Jam)	<ul style="list-style-type: none"> ● Level 1: iJam-iSong ● Level 1: iProgram-iLogic 	<ul style="list-style-type: none"> ● Level 1: iOffice-iSafety ● Level 1: iCreate-iStop motion 	<ul style="list-style-type: none"> ● Level 1: iCommunicate-iCollaborate ● Level 1: iTech-iCSI
PSHEC Jigsaw	<u>Being Me in My World</u> Setting personal goals	<u>Celebrating Differences</u> Families and their	<u>Relationships</u> Family roles and responsibilities

	<p> Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives </p> <p> <u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting </p>	<p> differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments </p> <p> <u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices </p>	<p> Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends </p> <p> <u>Changing Me</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition </p>
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