

Year 3
2019-20

History

- * changes in Britain from the Stone Age to the Iron Age
- * The Roman empire and its impact on Britain

Geography

The world- focus on a region in a European country (Eg Paris basin)
Volcanoes & earthquakes
Africa

Locational knowledge

- * locate the world's countries, using maps to focus on Europe (including the location of Russia)

Place knowledge

- * understand geographical similarities and differences through the study of human and physical geography of a region in a European country

Human and physical geography describe and understand key aspects of:

- * physical geography, including volcanoes and earthquakes
- * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- * 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.

Computing

- * 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
- * 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
- * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE

Core Skills Sex & Relationships
Economic Well- being and Financial capability
Emotional Health and Well- being
Keeping Safe Being Risk taker
Drug Alcohol and Tobacco Awareness
Healthy Lifestyle Taking Part
Its O.K to tell Being Different
Anti-bullying

Science

Animals including Humans -(health and nutrition) (skeletal, muscular system movement)

- * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- * identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks / fossils / soil

- * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- * describe in simple terms how fossils are formed when things that have lived are trapped within rock
- * recognise that soils are made from rocks and organic matter.

Forces / magnets / friction (surfaces)

- * compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance
- * observe how magnets attract or repel each other and attract some materials and not others
- * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- * describe magnets as having two poles
- * predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

- * 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 size of shadows change.

Plants

- * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- * 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.

Record in a nature journal throughout the year to look at plants growing in the classroom, in the school grounds and beyond and to observe plant structures and functions.

Working scientifically skills

Design Technology

Textiles: make a Tudor purse

Construction Vehicles linked to friction in the style of Flintstones

Food technology Enterprise Ice Lollies

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 [for example, cutting, shaping, joining and finishing], accurately

*select from and 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 and consider the views of others to improve their work
- understand how key events and 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 [for example, gears, pulleys, cams, levers and linkages]
- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- *apply their understanding of computing to program, monitor and control their products.

PE

Dance Invasion Games Net/wall OAA Gymnastics
Striking and Fielding Athletics

- *use running, jumping, throwing and catching in isolation and in combination
- *play competitive games, modified where appropriate [for example, 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 [for example, 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
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming & water safety

- *Swim competently, confidently & proficiently over a distance of at least 25m
- *Use a range of strokes effectively
- *Perform safe self-rescue in different water-based situations.

Music

3 little birds

Glockenspiel stage 1

The Dragon Song.

Let your spirit fly

Bringing us together

Reflect, rewind and replay

- *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- *improvise and compose music for a range of purposes using the inter-related dimensions of music
- *listen with attention to detail and recall sounds with increasing aural memory
- *use and understand staff and other musical notations
- *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- *develop an understanding of the history of music.

RE

Who should we follow?

Christianity

Hindusism

Islam

Buddhism

French

Early Language Teaching

Core Vocabulary and Phonetics

I'm learning French

Early Language Teaching

Animals

Musical Instruments

Early Language Teaching

Little Red Riding Hood

I can...

Art & Design

Painting - Monet (cc link with geog)

Printmaking

Cave painting hand/finger printing

Artist Iris Scott

Sculpture

Local artist Christine Cummings

Cats Topic link

- *to create sketch books to record their observations and use them to review and revisit ideas
- *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- *about great artists, architects and designers in history.