

Year 3 Summer Term

SHAKE, ROCK & ROLL

Science

Rocks & Fossils

- 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.
- Human geography including the distribution of minerals.

Lights & Shadow

- 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 an opaque object
- Find patterns in the way that the size of shadows change.

Working scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Computing

Digital Stories - The Flintstones

- To use Purple Mash '2Create a story' to write a story.
- Type story into text box.
- Draw relevant pictures.
- To navigate sequence pages of a story

E-Safety & Email

- Know how to open an email.
- Know how to send an email.
- Know which tools to use to write an email.
- Understand terms inbox and outbox.
- Use technology safely, respectfully and responsibly.
- Understand computer networks including the internet.
- Recognise acceptable and unacceptable behaviour on the internet.
- Identify a range of ways to report concerns about content and contact.

Art and Design

Skill - Drawing

- To begin to express different feelings through drawing.
- Using appropriate language.
- To discuss own work and that of others.

Skill - Painting

- Be able to construct imaginative work, selecting source material as appropriate.
- Be able to discuss own work and that of other artists.
- Be able to select and work from direct observation.
- Using language appropriate to skill.

Skill - 3D

- Able to plan and develop ideas in sketchbook and make informed choices about media.

Skill - Printmaking

- Using sketchbook for recording textures/patterns.

History

Changes in Britain From Stone Age, Bronze Age and Iron Age.

- Bronze Age religion, technology and travel, for example, Stonehenge.
- Iron Age hill forts: tribal kingdoms, farming, art and culture.

Geography

What cities and regions are in Greece?

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

Physical Education

Invasion Games - Netball

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Striking & Fielding - Cricket

- Take part in outdoor activity challenges both individually and within a team.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Music

- **Violins** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Languages

- Au café Ordering food and drink in the café.
- Story telling- the hungry Caterpillar in French.
- Les portraits- body parts.

Religious Education

Creation/Fall

- Place concepts of God on a timeline - the 'Big Story'.
- Make links between Genesis 1 and what Christians believe.

People of God

- Make clear links between the story of Noah and the idea of 'covenant'.
- Make simple links between promises that Christian's make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.
- Make clear links between the story of Abraham and the concept of faith.
- Explore how far ideas of covenant promises and following God might make a difference.

Design and Technology

Design, Make & Evaluate

- 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.
- Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
- Select from and use **construction materials** according to their functional properties and aesthetic qualities.
- 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.