

YEAR 3 : Summer 1 Topic EXPLORERS

<p>Events Religious Events:</p>	<p>Values April - Kindness May - Resilience</p> <p>Virtues Courtesy Forgiveness Determination</p>	<p>Geography</p> <ul style="list-style-type: none">• Linking with local History, map how land use has changed in local area over time; compare land use maps of UK from past with the present, focusing on land use.• Name and locate the main counties and cities in England. Compare 2 different regions in UK rural/urban.• Understand geographical similarities and differences through studying the human and physical geography of a region in the UK.• Types of settlements in modern Britain: villages, towns, cities. <p>Design and Technology</p> <ul style="list-style-type: none">• Investigate similar products to the one to be made to give starting points for a design.• Draw/sketch products to help analyse and understand how products are made.• Think about the order of their work and decide upon tools and materials.• Plan a sequence of actions to make a product.• Identify the strengths and weaknesses of their design ideas.• Decide which idea to develop.• Consider and explain how their finished work could be improved.• Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.• Understand how key events and individuals in design and technology have helped shape the world. <p>Food:</p> <ul style="list-style-type: none">• Develop sensory vocabulary knowledge using smell, taste, texture and feel.• Analyse the taste, texture, smell and appearance of a range of foods.• Follow instructions.• Make healthy eating choices from an understanding of a balanced diet.• Work safely and hygienically.• Measure and weigh ingredients appropriately. <p>Art</p> <ul style="list-style-type: none">• Experiment with ways in which surface detail can be added to drawings.• Use sketchbooks to collect and record visual information from different sources.• Draw for a sustained period of time at an appropriate level.• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.• Experiment with different grades of pencil and other implements to create lines and marks.• Experiment with different grades of pencil and other implements to draw different forms and shapes.• Begin to show an awareness of objects having a third dimension.• Experiment with different grades of pencil and other implements to achieve variations in tone.• Apply tone in a drawing in a simple way.• Create textures with a wide range of drawing implements.• Apply a simple use of pattern and texture in a drawing.• Record and collect visual information using digital cameras and video recorders• Present recorded visual images using software e.g. Photostory, PowerPoint• Use a graphics package to create images and effects with;• Lines by controlling the brush tool with increased precision
<p>PE - GAMES</p> <p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>		
<p>MFL</p> <p>Understand a few familiar spoken words and phrases eg <i>teacher's instructions, days of the week, colours and numbers</i> Say and/or repeat a few words and short simple phrases eg <i>what the weather is like, naming classroom objects.</i> Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success. Recognises and reads a few familiar words or phrases. Use visual clues to help with reading. Write or copy simple words and/or symbols correctly. Select appropriate words to complete short phrases or sentences. Understand and respect that there are people and places in the world that are different to where I live. Understand that some people speak a different language to my own.</p>		

COMPUTING

Accuracy Counts

To understand that computer systems store data as bytes and we use this unit to specify size.

To understand that computer networks have a structure which we can use to save and share digital resources.

To understand that there are different operating systems used by our computing devices.

To understand word processing software often includes digital tools to improve clarity, accuracy and efficiency.

To understand that digital objects can be inserted and controlled in word-based texts.

To explore how images can rapidly increase document size.

To understand that multimedia texts are effective in communicating ideas to specific audiences.

To know that non-linear multimedia texts can be organised to include audience control over how the content is accessed

To review and evaluate their work, discussing the choices they have made and checking for accuracy.

Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.

Music

Internalise the pulse in music.

Know the difference between pulse and rhythm.

Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.

Use these words to identify where music works well/ needs improving.



- Changing the type of brush to an appropriate style e.g. charcoal
- Create shapes by making selections to cut, duplicate and repeat
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

Generic skills:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

Science – Healthy Eating and Healthy Bodies

- identify some foods needed for a healthy and varied diet
- name the components of a healthy and varied diet
- describe how their diet is balanced
- 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
- describe the **role** of different food groups
- compare and contrast diets of animals including pets
- describe an adequate and varied diet for humans, recognising that there are many ways of achieving this
- know they have bones and muscles in their body
- state that they and other animals have skeletons
- identify animals that do not have an internal skeleton (invertebrates)
- group animals with and without an internal skeleton
- describe some advantages of having an internal skeleton over no skeleton or an exoskeleton
- describe some observable characteristics of bones
- describe the main functions of their skeletons
- state that movement depends on both skeleton and muscles
- state that when one muscle contracts another relaxes
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- recognise that their skeletons grow as they grow
- describe problems associated with broken bones or bones diseases