

YEAR 3 : Spring 1 & 2 Topic BACK TO THE BEGINNING

<p>Events Spring 1</p> <p>Events Spring 2</p>	<p>Values</p> <p>RE</p>	<p>History</p> <ul style="list-style-type: none"> • Uses timelines to place events in order. • Understands timeline can be divided into BC and AD. • Uses words and phrases; century, decade. • Uses evidence to describe the past. • Uses evidence to find out how any of these may have changed during a time period. • Describes similarities and differences between people, events and objects. • Shows changes on a timeline. • Looks at two versions of the same event and identifies differences in the accounts.
<p>PE - GYM</p> <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		<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. • Textiles: • Use appropriate decoration techniques (glued or simple stitches). • Join fabrics using running stitch, over sewing and back stitch. • Explore fastenings and recreate some eg sew on buttons and make loops. • Prototype a product using J cloths. • Create a simple pattern. • Understand the need for patterns.
<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></p> <p>Say and/or repeat a few words and short simple phrases eg <i>what the weather is like, naming classroom objects</i>.</p> <p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p> <p>Recognises and reads a few familiar words or phrases.</p> <p>Use visual clues to help with reading.</p> <p>Write or copy simple words and/or symbols correctly.</p> <p>Select appropriate words to complete short phrases or sentences.</p> <p>Understand and respect that there are people and places in the world that are different to where I live.</p> <p>Understand that some people speak a different language to my own.</p>		<p>Art</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining • Experiment with paste resist. • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

COMPUTING

Developing Communication

To understand that we need to use electronic communication technologies appropriately to keep ourselves and others safe.

To understand digital communications devices connect using a network, enabling us to send messages and share materials.

To understand that the system we use when we send emails has similarities to the one used for physical letters.

To understand the internet is a network providing communication tools, which we must use safely, responsibly and respectfully.

To use an online environment safely and appropriately to collaborate.

To understand that sound can be recorded and manipulated to communicate meaning and/or atmosphere.

To understand we can use sound-editing software to capture, import and manipulate sounds.

To understand how we can use software to organise/modify sounds.

To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work.

To take an active role in using electronic communication safely and responsibly.

To be aware that many online games include chat facilities and use these safely.

To understand we need to seek consent to capture/use sounds.

To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.

Music

Compose and perform melodies using two or three notes.

Use sound to create abstract effects (including using ICT).

Create/ improvise repeated patterns (ostinati) with a range of instruments.

Effectively choose, order, combine and control sounds (texture/ structure)

- Use collage as a means of collecting ideas and information and building a visual vocabulary
- 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 – Scientific Knowledge (Forces & Magnets)

- recognise that pushes and pulls are forces
- recognise that a force acts in a particular direction
- observe the movements, shape and direction of objects when forces act on them
- describe how to make a familiar object start moving by pushing or pulling
- describe how to use pushes and pulls to make familiar objects speed up, slow down, change direction or shape
- produce annotated drawings showing the direction of force needed to make an object move
- identify friction as a force
- observe and explore how friction affects the movement of objects
- describe some ways in which friction between solid surfaces can be increased or decreased
- compare how things move on different surfaces
- observe how magnets attract or repel each other and attract some materials and not others
- classify materials as magnetic or non-magnetic
- 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 the difference between a magnet and a magnetic material
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- describe what happens when some materials are put near a magnet
- recall that magnets have a north and a south pole
- describe magnets as having two poles
- describe the direction of forces between magnets
- predict whether two magnets will attract or repel each other, depending on which poles are facing
- describe some everyday uses of magnets
- explain that a compass works by lining up with the Earth's magnetic field



- describe how lodestone was found to be a naturally occurring magnet and was used as the first compass for navigation

Science – Lights and Shadows

- name a number of light sources, including the sun
- describe and compare some light sources
- state that light sources are seen when light from them enters the eyes
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that they cannot see in the dark
- recognise that light travels from a source
- recognise that they need light in order to see things and that dark is the absence of light
- explain that places are dark because there is no light and a light source is needed to help us see in such places
- notice that light is reflected from surfaces
- state that reflections can be seen in shiny surfaces
- makes generalisations about shiny surfaces (e.g. smooth)
- demonstrate light travelling using a torch and record light bouncing off a mirror
- identify suitable reflective clothing for travelling in the dark
- explain that they cannot see shiny objects in the dark because there are no light sources
- recognise that when light is blocked, a shadow is formed
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- recognise that shadows are similar in shape to the objects forming them
- make observations of changes in shadows
- explain that shadows are formed when light from a source is blocked
- state that even transparent objects block some light and form shadows
- describe the difference in shadows cast by opaque, translucent and transparent materials
- explore how to make shadows of different shapes and sizes
- find patterns in the way that the size of shadows change
- use ideas about shadows to make predictions about the shadows formed by different objects or materials
- describe how the length of a shadow changes throughout the day as the sun moves across the sky
- describe how nocturnal animals are adapted to use what little light there is or their other senses in the dark (e.g. cats, aye-aye, lemurs)
- describe how Percy Shaw invented cat's eyes and explain their importance to road safety

New Technologies