

Year 3
Spring Term

Thurgoland CE Primary School

Learning Together in Faith and Joy

DT Moving Monsters

Design

Investigate and analyse a range of existing products which use pneumatics to create movement.

Learn about inventors and engineers who have used pneumatics in products.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at children. Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes. Use understanding of mathematics and science to make models.

Make

Select from and use a wider range of tools and equipment with some accuracy. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ie plastic tubing, syringes, tape, glue, card.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures and understand and use pneumatic systems in their product.

Evaluate

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Food Technology Egyptian Snacks

Understand that food is grown, reared or caught and that different foods are grown in North Africa and the Mediterranean compared to the UK. Understand and apply the principles of a healthy and varied diet when designing dishes. Prepare and cook a savoury North African dish using peeling, chopping, grating and mixing and using a heat source safely.

Computing

We are communicators – communicating safely on the internet

Develop a basic understanding of how e-mail works and gain skills in using e-mail. Be aware of broader issues surrounding e-mail including 'netiquette' and e-safety. Work collaboratively with a remote partner.

E-safety – safe use of email, learn how emails can be used positively, become aware of some of the risks of attachments, spam and spoofed links, importance of introductions in extending circles of trust

We are bug fixers

Develop a number of strategies for finding errors in programmes.

Build up resilience and strategies for problem solving.

Increase their knowledge and understanding of Purplemash/ 2 code

Recognise a number of common types of bug in software.

E-safety – learn about acceptable behavior online and the importance of parental permission

Geography

Beyond the Magic Kingdom: What is the Sunshine State really like?

This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom.

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.

Geographical skills

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Modern Foreign Languages - French

Listen attentively to spoken language and show understanding by joining in and responding.

Listen and respond to simple rhymes and songs.

Recognise and respond to sound patterns and words.

Perform simple communicative tasks using single words, phrases and short sentences.

Listen attentively and understand instructions, everyday classroom language and praise words

Recognise some familiar words in written form.

Make links between some phonemes, rhymes and spellings, and read aloud familiar words.

Experiment with the writing of simple words.

Locate country/countries where the language is spoken.

History

Egyptians: What secrets of Ancient Egypt are revealed by the pyramids?

In this unit children will look at the Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.

Chronological Understanding Pupils are able to locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian civilization. Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map: • Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China.

Knowledge and Understanding –

Pupils grasp importance of the Nile and significance of annual floods. They grasp that Ancient

Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Pupils can explain why pyramids were built. Pupils grasp that this is a very hierarchical society. Pupils can explain that most men were farmers. Women spent much time baking bread, collecting water etc. Pupils can sequence the stages of mummification. They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas.

Historical Interpretation and Enquiry They use a range of clues to come to an independent conclusion as to who built them. Pupils are able to raise valid historical questions for themselves e.g. Who built them? How were they built? Why were they so massive? What were they for? Why did people go to so much trouble? How did they organise the building and who paid? How many were built and what happened to them?

Music

Schemes: Charanga

Genres : Reggae, A little bit funky and music from around the world.

Musical activities to include listening and appraisal including beginning to recognise styles, finding the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Games to internalise, understand, feel, know how the dimensions of music work together. Understanding terms such as pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. Singing to learn about singing and vocal health. Continue to learn about working in a group, band and ensemble.

Playing within a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. Improvisation and learning to create your own responses, melodies and rhythms.

Composition of melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. Continue to work together in a group, band and ensemble and perform to each other and an audience. Discuss and improve work together in a class.

Science

Forces and Magnets

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.

Plants

Identify and describe the functions of different parts of flowering plants.

Explore the requirements of plants for life and growth.

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.

Scientific Enquiry

Ask more relevant questions about a topic. Have more awareness of the different types of scientific enquiry. Make careful observations and where appropriate take measurements with increasing accuracy.

Become more familiar with the different types of equipment that can be used for investigations. Begin to classify data in different ways to help answer questions. Talk about criteria for grouping, sorting and classifying.

Set up simple practical enquiries.

Become aware of different ways to present data and begin to use some of them. Record findings using simple scientific language, drawings, labelled diagrams, simple keys, bar charts and tables.

With guidance look for patterns in data. Use results to draw simple conclusions and use these to begin to raise further questions and suggest improvements. Identify changes related to simple scientific ideas and processes. Use the evidence found to answer questions or support conclusions.

PSHE

Health and Wellbeing

Balanced life styles, choices, health and wellbeing.
Balanced diet choices, food, influences
Risk, danger, hazard, responsibility and safety
Bacteria, viruses, hygiene routines
Emergency aid, help, safety and rules
Drugs, alcohol, tobacco, medicines and caffeine
Safety, roads, cycle, rail, water and fire
Advice, support, asking for help

Relationships

Bullying, discrimination, aggression and behaviour
Dares and challenges
Listening, viewpoints, opinions and respect

Living in the Wider World

Human rights and children's rights
Resolving differences, points of view, decisions and choices

Art

Pottery- Clarice Cliff

Pottery

Study ceramics from different places and times and consider purpose, materials and construction techniques – focus on the work of Clarice Cliff and ceramicists from other cultures. Evaluate everyday objects in terms of features and purpose.

Make sketches from observations of the natural and man-made world in sketchbooks – investigate pattern, texture, line and colour and develop ideas for own work. Show light and dark in drawings, shading and blending colours and begin to choose warm and cool colours.

Use fingers to shape clay and use simple techniques of rolling, squeezing and joining.

Use simple tools to make marks, texture and pattern, on clay. Choose and use suitable techniques e.g. joining using slip, pinch and coil pots. Design a model based on observational sketches and the work of other artists. Evaluate the success of the model made.

P.E.

Schemes: Real P.E, Athletics, Swimming and Dance

1. Dynamic Balance/ Coordination: ball skills

2. Coordination with equipment/ counter balance in pairs

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

To participate in team games, developing simple tactics for attacking and defending

Athletics

Children will develop their ability and skills in a range of athletic sports (shot putt, long jump, hurdles, sprint, relay, javelin etc).

Swimming

Children will learn to swim competently, confidently and proficiently over a distance of at least 25 metres and to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Children will also learn how to perform safe self-rescue in different water-based situations.

Dance – Egyptian (Through the Egyptian play)

Perform dances using simple movement patterns.

RE

Schemes: Discovery RE and Understanding Christianity

Does joining the Khalsa make a person a better Sikh?

Children will learn the different events that happen in an Amrit ceremony, talk about personal experiences of belonging, begin to understand why Sikhs choose to join the Khalsa to reinforce their commitment to God and tell you about the outward symbols associated with this.

Why do Christians call the day Jesus dies 'Good Friday'?

Offer suggestions about the narrative of the Last Supper. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about Jesus in their everyday lives. Raise questions and suggest answers about how serving and celebrating might make a difference to how pupils think and live.