

Y3 Term 1

English	The Stone Age Boy and Mammoth: Non-chronological report	Maths	Place value and addition and subtraction
Science: Forces, focusing on Magnets			
NC objectives from curriculum progression Pupils will be taught to: <u>Scientific Knowledge</u> *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. <u>Scientific Enquiry Skills</u> *with support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves. *plan an enquiry, such as comparative or fair test, e.g. comparing how reflective different materials are. *set up a comparative test, e.g. how far things move on different surfaces *use various equipment, as instructed, e.g. data loggers * use standard measurements when taking measurements, e.g. measuring distances between a light source and an object. *with prompting, gather and display evidence in various ways, e.g. comparing properties of solids, liquids and gases. *with prompting, draw and label diagrams, e.g. to show how muscles work in pairs. *with prompting, use tables to record evidence, e.g. recording how far a car travels on different surfaces. *indicate findings from an enquiry that could be reported, e.g. relating to investigating which materials are magnetic. *with prompting, write a conclusion based on evidence, e.g. the size of shadows through the day. *suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. *recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets. *with support, use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances. <u>Notes and guidance (non-statutory)</u> <i>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</i> <u>Pupils might work scientifically by:</u> -comparing how different things move and grouping them -raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions -exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not -looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another -identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.			

History: Stone Age to Iron Age: How and why did early Britain change?

NC objectives from curriculum progression

Children will:

Historical Knowledge

- *learn about life, developments and significant places during the Stone and Iron Ages, including Skara Brae, Stone Henge, Lascaux
- *identify this period in history on a chronological timeline
- *sequence developments within this period on a timeline
- *be taught historical vocabulary: prehistoric, Neolithic, Palaeolithic, Mesolithic, AD, BC, century, archaeology, hunter gatherer, Celts, tribes

Historical Concepts

- *identify similarities and differences between the Stone Age, Bronze Age, Iron Age and today
- *learn about the impact of the discovery of bronze, iron and the smelting process
- *consider why people began to live in tribes and the consequences this had in the short- and long-term

Historical Enquiry

- *address and devise historically valid questions relating to cause, effect, change and significance
- *construct responses to questions, using relevant evidence
- *write a report on the main developments of the three periods
- *identify sources of evidence from a time period with no writing (cave paintings and artefacts from archaeological digs)

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Script for news report		Monkton Nature Reserve

Art/DT: Art - 'Cave' Art

Children will:

Research and Gain Knowledge

- *learn about humans' earliest art form, exploring the human need for artistic expression in a visual form
- *explore different styles and how they were produced

Research and Design

- *use research to select and formulate ideas for a cave style artwork
- *record research and ideas using sketches and annotations

Experiment and Create

- *experiment with applying paint with a range of tools, identifying and recording the effects created
- *produce a cave style artwork, using a range of tools and selected forms/styles to create specific effects

Evaluate

- *express and justify opinions of the cave artwork viewed
- *evaluate their work in progress in order to improve it
- *evaluate finished paintings

ICT: We are data collectors: collect data and use it to produce graphs and presentations

Children will be taught:

Computer Science

- *to develop an outline plan for an online survey-based project.

Information Technology

- *to use Google Slides and Google sheets on chromebooks with a degree of independence.
- *to plan and then write survey questions.
- *to collect survey results.

*to plan and create a presentation about the survey results.

Digital Literacy

*how to keep themselves safe when using digital technology. For example, If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.

*to recognise unacceptable behaviour when creating or completing online surveys.

*how to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school.

E-safety – Online Bullying and Online Relationships (Project Evolve)

PSHE: Getting On and Falling Out (Anti-bullying and conflict resolution)

Children will be taught:

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

R18. how to recognise bullying and abuse in a variety of forms

French: Colours

Children will be taught how to:

*repeat, recognise and name 10 colours in French.

*spell some of the colour names in French.

PE

Indoor PE

Fitness & Multi-Skills (Multi-Ability Focus: Health & Fitness)

Outdoor PE

Invasion Games (Netball/Basketball) and Outdoor/Adventurous (Multi-Ability Focus: Health & Fitness)

Music

Music Express: Exploring Descriptive Sounds

Learning to play the ocarina: Ocarina Workshop

We will rock you! <https://www.youtube.com/watch?v=iuSf5oq5OOo>

RE: What does it mean to be Christian in Britain today? Why is the Bible so important for Christians today?

This unit will enable children to:

*describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).

*describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).

*recall and name some Bible stories that inspire Christians (A2).

*suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

*give examples of how and suggest reasons why Christians use the Bible today (B1).

*discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

*discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences

*discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3)