

Y3 Term 2

English	Fantastic Mr Fox, Funny Bones and Funny Bones : Explanation	Maths	Multiplication, division and measurement
Science: Animals, including Humans			
NC objectives from curriculum progression Pupils will be taught to: Scientific Knowledge *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 *identify that humans and some other animals have skeletons and muscles for support, protection and movement Scientific Enquiry Skills *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 continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i> <u>Pupils might work scientifically by:</u> <i>-identifying and grouping animals with and without skeletons and observing and comparing their movement</i> <i>-exploring ideas about what would happen if humans did not have skeletons</i> <i>-comparing and contrasting the diets of different animals (including their pets) and decide ways of grouping them according to what they eat</i> <i>-researching different food groups and how they keep us healthy and design meals based on what they find out</i>			
History: Stone Age to Iron Age			
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

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Explanations	Measuring heights and jumps Data handling using ICT to produce bar graphs Data handling – favourite soups (DT)	KIC Theatre workshop - PSHE

Art/DT: DT – Healthy Soup (Cooking and Nutrition)

Children will:

Design

- *explore a range of soups and recipes, considering their nutritional value and their place within a balanced diet
- *investigate possible ingredients, considering their nutritional value; whether they have been grown (fruit/veg) or reared (meat); and how combinations of ingredients may complement each other, people's likes and dislikes
- *describe the purpose of their product - soup which could be part of a healthy, balanced diet
- *use their research to develop their own design criteria for a healthy soup
- *through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate
- *make design decisions that take account of the availability of resources
- *use annotated sketches to develop their ideas, indicating the features that will appeal to intended users and how particular parts work
- *plan the order of their work before starting – write a recipe
- *select utensils/equipment, techniques and ingredients for making their soup, explaining their choices
- *learn how to work safely and accurately with a range of utensils
- *learn about hygienic food preparation and storage
- *prepare and cook soup
- *use a range of techniques such as peeling, chopping, slicing, grating and liquidising
- *use finishing techniques to improve the appearance of their soup

Make

- *plan the order of their work before starting – write a recipe
- *select utensils/equipment, techniques and ingredients for making their soup, explaining their choices
- *learn how to work safely and accurately with a range of utensils
- *learn about hygienic food preparation and storage
- *prepare and cook soup
- *use a range of techniques such as peeling, chopping, slicing, grating and liquidising
- *use finishing techniques to improve the appearance of their soup

Evaluate

Start of the units

*evaluate a range of existing soups and recipes, analysing:

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| - how well products have been designed | - how well products have been made | - why materials have been chosen | - what methods of construction have been used |
| - how well products work | - how well products achieve their purposes | - how well products meet user needs and wants | - who designed and made the products |
| - where products were designed and made | - when products were designed and made | - whether products can be recycled or reused | |

During the units

*consider how well their design is meeting their intended purpose by referring to the design criteria and decide whether they need to make any changes

End of the units

*evaluate their product against the original design criteria, identifying how well it meets its intended purpose (taste soup and evaluate taste, texture, appearance)
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 – Health, Wellbeing and Self-image (Project Evolve)
PSHE: Keeping Healthy
Children will be taught: H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to other
French: Numbers
Children will be taught how to: *repeat, name and recognise the numbers to 10 in French. *spell some of the numbers to 10 in French.
PE
Indoor PE Indoor Athletics (Multi-Ability Focus: Physical) Outdoor PE Invasion Games (Football/Handball) and Outdoor/Adventurous (Multi-Ability Focus: Physical)
Music
Music Express: Exploring Descriptive Sounds Learning to play the ocarina: Ocarina Workshop We will rock you! https://www.youtube.com/watch?v=iuSf5oq50Oo
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)