

Year 3

Art and Design

Learn to use drawing to develop and share their ideas, experiences and imagination, observational drawings and portraits.

Grades of pencils, mastery of observational and life drawings and shading—different lines.

Materials; grades of pencils, crayons, chalks, wax crayons, pastels and charcoal.

Learn to use painting to develop and share their ideas, experiences and imagination

Colour mixing, brush strokes, range of scale, brush strokes, sticks, rollers, wax resist painting.

Continue the use of sketch books for art work.

Learn to develop a wide range of art and design in Using texture and line.
(Chris Ofili, Gustav Klimt)

D and T

Making structures

Design— research different structures and develop a design criteria for making an ancient Egyptian pyramid.

Make— select own materials to make pyramid (from a wide range on offer).

Technical Knowledge— apply understanding of how to strengthen, stiffen and reinforce their structure.

Cooking/Nutrition— prepare dishes using knowledge of a healthy and varied diet.

M.F.L

- listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Computing

Focus on basic skills at the start of the year

Unit 4.1 We are Software Developers

Unit 4.2 We are Toy Designers

Unit 4.3 We are Musicians

Unit 4.4 We are HTML editors

Unit 4.5 We are Co-authors

Unit 4.6 We are Meteorologists

Science

Plants –identify the different parts and function of a plant; life cycle of a plant

Animals–identify nutrients needed for animals; identify that some animals have skeletons and muscles.

Rocks– identify and describe different rocks

Light –identify that we need light to see, light reflects off surfaces and shadows form.

Materials– observe objects reaction to magnets

P.E

With purpose and accuracy I can jump, throw, catch, balance and coordinate my movements.

In Dance or Gymnastics I can create and perform a routine with a partner or in a small group.

In Gymnastics I can develop flexibility, strength, technique control and balance.

I can play competitive small sided games such as 2v1 and 2v2.

R.E

What do different people believe about God?

Why is the Bible important for Christians today?

Why do people pray?

Why are festivals important to religious communities?

What does it mean to be a Christian in Britain today?

Music

- Sing, use chants and rhyme with more complex songs using expression
- Play musical instruments including percussion and a range of tuned instruments
- Call and response, singing and playing noted clapping rhythms
- Listen to music that is linked to topics and events including different cultures and traditions

Geography

The World
use maps to locate the continents
study environmental regions, key physical and human characteristics, countries, and major cities of the world

Physical Geography
mountains, volcanoes and earthquakes

Maps and Field Work
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
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

History

Changes in Britain from the Stone Age to the Iron Age.
Late Neolithic hunter-gatherers and early farmers, farming, art and culture

Black history
Sports—i.e. Jessica Enis-Hill/Mo Farah

The achievements of the earliest civilizations – depth study
Ancient Egypt.