

Year 3 spring

ART

- Artists, architects and designers who use the different studied movements and techniques in their work
- Create or replicate an artists sculpture in clay to improve technique and control
- Explore using coils and slabs to create sculptures from clay
- Explore joining 2 or more parts using slip
- Use sketchbooks to plan work and develop ideas and techniques
- Discuss own and others' work expressing thoughts and feelings

DT

- Create a model out of lolly sticks or straws, which incorporates an element of movement
- Understand the stages of design process

Design

- Use knowledge of existing products to design their own functional product
- Create designs using annotated sketches, cross sectional diagrams and simple computer programmes
- Use of technology to assist in designing a product

Evaluate

- Investigate and analyse existing products and those they have made, considering a wide range of factors
- Evaluate the effectiveness of their product and prototypes against simple design criteria

Make

- Make suitable choices from a wider range of tools and plan out the main stages going using them
- Explore creating levers and linkages of pneumatic systems and how they operate
- Explore how different shapes and designs can reinforce a product

GEOGRAPHY

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the world

HISTORY

- The Roman Empire and its impact on Britain
- Develop understanding of chronology within and across time periods studied
- Summarise main events from a time period
- Can use a variety of sources to find out about aspects of the past
- Can understand how different sources show the past

CODING

- Use logical reasoning to explain how some simple algorithms work

SCIENCE

Animals including humans

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

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.

Planning and predicting

- Respond to suggestions. With help, put forward ideas about testing
- With help consider what constitutes a fair test including variables

Investigating and observing

- Make observations and comparisons
- Measure length and time in standard measuring equipment
- Use first hand experience and simple information sources to answer questions
- Ask relevant questions and suggest ways to answer these in tests
- Set up simple practical enquiries, comparative and fair tests
- Make observations using standard units, scaled measures, using a range of equipment, including thermometers and data loggers

Recording, analysing and evaluating

- Say whether what happened was what was expected
- With help identify simple patterns and suggest explanations
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Use results and information presented to compare amounts
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Select appropriate secondary sources to answer questions they may have

Maths in science

- Use year 3 scientific vocabulary to discuss ideas and communicate findings
- Year 3 - kg/l/ml, longer and shorter, quicker and faster

ONLINE SAFETY AND DIGITAL CITIZENSHIP

Online reputation

- I can explain how to search for information about others online
- I can give examples of what annoy may or may not be willing to share about themselves online
- I can explain the need to be careful before sharing anything personal
- I can explain why someone can ask if they are unsure about putting something online

Online bullying

- I can design appropriate ways to behave towards other people online and why this is important
- I can give examples of how bullying behaviour could appear online and how someone can get support

PSHCE

Families, friendships and relationships

- Recognise aspects of friendship that need to be built (loyalty, trustworthiness, trust)
- Recognise that one off incidents with friends can be dealt with and how to do this
- To recognise there are different ways to resolve a conflict

Physical wellbeing

- Understand how what to do if they receive a burn
- Understand the difference between bacteria and virus

Mental wellbeing

- Know that self esteem is contributing factors and how to change it
- Start to develop understanding of what I can do to help how I feel and how others feel
- Understand what mental wellbeing can impact anyone and in different ways
- Understand that some emotions are involuntary and that all people feel a range of emotions
- Recognise how you are feeling and the importance of talking about your emotions
- Understand that people control their emotions differently and how people's 5 point scale may be different
- Understand the link between an active lifestyle and good mental wellbeing
- Explore the benefits of hobbies and interests on mental wellbeing
- Recognise how loneliness can affect someone's mental health
- Understand that people look different and what the term positive body image looks like

Values

- Understand how my attitude impacts my work and take responsibility for this
- Don't give up when facing a challenging problem
- Understand how to research and find more information about a subject and can do this independently

Safety

- Understand and correctly name body parts that are personal and how to keep yourself safe (PANTS)
- Understand that there are people outside of the home and school who can help if you feel unsafe
- Understand how to keep safe on roads and how to cross roads safely
- Understand how to use the NEXUS metro safely and how to use level crossing
- Recap on First Aid

ESafety

- Use technology safely and responsibly and understand how to act appropriately online
- Children are to recognise what person information is and how to keep it private
- Identify a range of ways to report concerns about content and contact through forms such as social media
- Understand the importance of rationing time online
- Know what people may do and say things online that they wouldn't face to face
- To be able to identify the markers of fake news and photographs from a range of sources
- Understand that people may act differently online and the reason for this
- Understand issues around email chain mail / spam/ virus risks and how to deal with this

PE

Games

- Spring 1 - Hockey
- Spring 2 - Tennis

Strength and movement

- Spring 1 - Gymnastics
- spring 2 - Dance

DRAWING

- Learn about the light and shading to show shadows and depth
- Use hatching and cross hatching technique to create shadow and depth as well as applying this through the use of colour
- Use markup tools on photos to trace simple shapes
- Reduce the opacity of photos to improve tracing functionality
- Break objects into shapes to support freehand sketches
- Use the lasso in keynote drawing tools to select drawn sections
- Learn how to animate your drawings in keynote by adding the line draw animation feature

Animation skill

- Recognise the difference between the three animation categories for an object on a slide
- Build in animations will animate object on to your slide.
- Recognise that build in and build out animations happen separately compared to add action which can occur synchronously
- Use transition effect to animate slides as a whole
- Explore varying transition effects to animate between slides and use them purposefully to support presentations
- Learn how to use line draw to bring your drawings to life by animating them so that they are re drawn in front of you
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