

Year 3 summer

ART

- Artists, architects and designers who use the different studied movements and techniques in their work
- Understand how to create an abstract painting using acrylics
- Understand and identify key aspects such as complementary colours, colour as toned warm and cold colours
- Explore different stroke techniques using different painting tools
- Use sketchbooks to plan work and develop ideas and techniques
- Discuss own and others' work expressing thoughts and feelings and using knowledge and understanding of artists and

HISTORY

- A local history study on the changes of the local area over time - local area and Priory castle
- Use of historical terminology and vocabulary appropriate to the period of history studied
- Can compare a time period between period of study and modern day
- Can understand how different sources show the past.

DT

- Understand the stages of the design process
- Talk about the different food groups and name food from each group
- Understand that food has to be grown, farmed or caught in Europe and the wider world
- Understand how to create a variety of predominantly savoury dishes linked to your learning

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

- Use a knife to cut a variety of food and materials accurately

Food

- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely
- Use a variety of tools safely in food preparation

GEOGRAPHY

Locational knowledge

- Locate major European countries, using maps to focus on Europe concentrating on countries and major cities
- Name and locate local countries and major cities of the UK, geographical regions and identifying human and physical characteristics
- Identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere
- Explain weather conditions/ patterns around the UK and parts of Europe
- Use world maps, atlases and globes and digital computer making
- Explore the features on OS maps using four figure and references

PE

Games

- Summer 1 - football
- Summer 2 - cricket

Strength and movement

- Summer 1 - gymnastics
- Summer 2 - athletics

KEYNOTE

Drawing

- Explore and use a range of tools, pens, brushes and effect in keynote and sketch school including the use of the blending tool to smudge shadows for varying shading effects
- Draw 3d shapes

iMovie

- Introduce to iMovie and explore trailer project files
- Create and edit titles
- Learn how to apply music and soundtracks in iMovie
- Continue to become familiar with the use of green screen, applying processes independently
- Select the background image or video you would like to use for the project and add it to the timeline
- Select the green screen footage you want to use and tap the more option
- Adjust the strength of HUE to remove the green colouration in the green screen footage so that just the subjects/overlays wanted appear in front of the background footage
- Include elements of photography skills within a video
-

ONLINE SAFETY AND DIGITAL CITIZENSHIP

Self image and identify

- I can explain what is meant by the term identity
- I can describe how connected devices can collect and share anyone's information with others

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause

SCIENCE

Plants

- Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth and how they vary from plant to plant
- 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

Animal including humans

- 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

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
- Look for patterns and relationships and collect relevant data

Recording, analysing and evaluating

- Communicate findings in a variety of ways
- Say whether what happened was expected
- Use results to draw simple conclusions
- 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
- Use of 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 - mm/cm/m, more and fewer, faster
- Record findings using simple scientific language, drawings, labelled diagrams, pictograms, keys, scaled bar charts and tables
- Interpret and present data in a range of ways (bar charts scaled bar charts and pictogram tables)

PSHCE

Values

- Listen to others' points of view and discuss any differences
- Work with a team to share ideas and complete work
- Recognise and respect the similarities and differences between people, their friends, relatives and families
- Recognise and respond appropriately to a wider range of feelings in others and begin to respond and solve appropriately
- Understand there are different kinds of responsibilities, rights and duties and know we have a personal responsibility to meet them

Understanding their place in the world

- Understanding the cause and effect of justice
- Why should everyone get a say or vote
- Understand the role of money in daily life
- Understand the requirements for different jobs
- Understand how to respect others and resolve conflict
- Recognise different forms of stereotypes and the impact this can have
- Understand correct terminology and homophobia, discrimination or prejudicial language and behaviour and how to challenge this
- Use racial terminology correctly and understand tolerance and different culture
-