

Year 3

Spring 1 and 2

Subject	Skill	Context	Vocabulary
<p>To be a scientist</p>	<p>Identify and describe the functions of different parts of flowering plants.</p> <p>Know the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants.</p> <p>Compare/group rocks on their physical properties of some rocks to their formation (igneous/sedimentary).</p> <p>Describe how fossils are formed.</p> <p>Recognise that soils are made from rocks and organic matter to form igneous, sedimentary and metamorphic rock.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p>	<p>Use a microscope to look at features of plankton and then draw what they have viewed under the microscope, with labels.</p> <p>Produce a food chain (using the fish they have created for art) which includes plankton, small fish, bigger fish and shark, then use the correct labels of prey and predator.</p> <p>Make cup telephones to see how far sound travels and compare to blue whales who can hear each other 930 miles away.</p> <p>Write your own field notebook comparing different types of soil (What colour is it? What does it smell like? What does it contain? What does it feel like?) Then match the type of soil to the chart (see p. 23).</p> <p>Make your own rock (plastic cup/sand/pebbles/PVA), then write up a science investigation about it.</p> <p>Become a geologist and complete an investigation sheet where you predict how many of a certain item you will need to balance with your chosen rock.</p> <p>Investigations of rocks into vinegar test/magnetic/buoyancy/scratch test/appearance.</p> <p>Stone age footprint trail - identify the different animal footprints of animals you would find in the stone age.</p>	<p>plankton</p> <p>food chain</p> <p>prey</p> <p>predator</p>
<p>To be a geographer</p>	<p>Learn about climate zones, biomes and vegetation belts.</p> <p>Know about the water cycle and natural resources (where they come from).</p>	<p>Find the longest/deepest/widest river in the UK and in the world.</p> <p>Produce a rock cycle on the back of a paper plate (using metamorphic/sedimentary/igneous and the arrows between).</p> <p>Play the rock cycle game.</p> <p>Map out the surviving UK monuments from the stone, bronze and ice age.</p> <p>Produce a visitors guide to stone henge.</p>	<p>river</p> <p>ocean</p> <p>lake</p> <p>tributary</p> <p>mouth</p> <p>metamorphic</p> <p>sedimentary</p> <p>igneous</p> <p>tectonic plates</p>

<p>To be an historian</p>	<p>Historical enquiry - children pose own questions to gain an understanding of the topic. Analyse and evaluate - question why something happened and how it impacted people.</p>	<p>In a darkened environment, children to draw their own cave paintings (paper taped to underside of table) and then discuss what difficulties the stone age man had to overcome. Create a flipbook based on the Stone Age Boy book, where they start in today's times and go back to the stone age.</p>	<p>cave paintings stone age</p>
<p>To be an artist</p>	<p>Use a sketch book to record their observations. Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools. Manipulate clay using fingers and tools. Respond to the work of others and say how it makes them feel or think.</p>	<p>Create any type of fish/sea animal using different materials and designs. Build a sculpture or a model using recycled plastic objects. Using air drying clay, make your own fossil. Rock painting (which are the best types of rocks to use?) Make a stone age necklace using clay and other materials.</p>	<p>aquatic fossil</p>
<p>To be a designer</p>	<p>Use research to develop the design of functional and appealing products. Investigate and analyse a range of existing products. Identify strengths and areas to improve in their own design. Identify what does and does not work in the product.</p>	<p>Student-led product research activity. Build your own marine habitat, which includes such things as seaweed, kelp and sea creatures. What would you have on the sea bed? Make a stone age rattle (what are the best materials/loudest materials?) Make an outfit (using felt/fabric) for a stone age person.</p>	<p>habitat kelp seaweed</p>
<p>To be a computing designer</p>	<p>Children can carry out simple searches to retrieve digital content and understand that to do this they are connecting to the internet and using a search engine. Children can list a range of ways that the internet can be used to provide different methods of communication. Children can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails. Children can describe appropriate email conventions when communicating in this way. Children understand how variables can be used to store information while a program is executing. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables.</p>	<p>Carry out product research using a search engine. Code a flash animation illustrating the formation of a type of rock - e.g. igneous</p>	

	<p>Children make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this.</p> <p>In programs, children can 'read' programs with several steps and predict the outcome accurately.</p>		
To be linguist	<p>Say and repeat single words and short simple phrases. Ask for repetition and clarification as necessary.</p> <p>Say and repeat single words and short simple phrases.</p> <p>Recognise and read out a few familiar words and phrases. Say and repeat single words and short simple phrases with a degree of accuracy.</p>	<p>Learn Frere Jacques sung in a round.</p> <p>Design a French picnic using learned vocabulary.</p>	<p>du lait</p> <p>du jambon</p> <p>du salade</p> <p>des tomates</p> <p>du gateau</p> <p>des oeufs</p> <p>du fromage</p> <p>du poulet</p> <p>du glace</p> <p>du pain</p> <p>du chips</p>
To be a musician	<p>Begin to improvise and compose music for specific purposes.</p> <p>Play musical instruments with increasing accuracy.</p> <p>Sing in a round.</p>	<p>Investigate crotchets and quavers and use music theory to begin simple percussion compositions.</p> <p>Learn Frere Jacques sung in a round.</p>	<p>crotchet</p> <p>quaver</p> <p>semibreve</p> <p>minim</p> <p>rest</p>
To be a sportsman	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun</p>	<p><u>Get Set 4 PE</u></p> <p>Dodgeball</p> <p>Yoga</p> <p>Hockey</p> <p>Dance</p>	

	<p>and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>		
To be a theologist	<p>Judaism, Sikhism, Christianity - Is life a journey and does it ever end?</p> <p>What does eternal life mean to Christians?</p>	Service	
		Love	
		Hope	Write a letter about saving our oceans
		Aspiration	
		Friendship	
		Trust	
To be a reflector	PATHS		
Educational Enhancements		'Be a DNA Detective for the Day' at Norwich Cathedral	
Writing texts	The Tiny Seed		

<p><i>To be a writer (including grammar)</i></p>	<p>Forest A Finder's Guide to Rocks, Fossils and Soils Stone Age Boy Sea Book River Story Ug by Raymond Briggs Procedural: Script • Instructions • Postcard • Information Writing • Recount • Comic Strip • Persuasive Speech • Advertisement • Note • Poetry • Book Talk • Persuasive Presentation • Non-Chronological Report Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although? Can I use fronted adverbials?</p>	
<p>Collins Maths <i>To be a mathematician</i></p>	<p>Number and place value. Addition and subtraction: Money. Properties of shapes. Multiplication and division: Place value. Fractions. Length and perimeter. Statistics.</p>	
<p>Big Cat Collins Reading <i>To be a reader</i></p>		
<p>Cross curricular writing outcomes</p>	<p>Draw a creature you would find in the abyss and then write a comic strip story involving your creature. Write a letter to our local MP about why is it important to protect our oceans and what we can do to help.</p>	