

Year 3 Termly Overview – SPRING TERM 1

THROUGH THE AGES	
How did life change between the Stone, Bronze and Iron Age?	
<p>Big Impact Event Butser Ancient Farm Visit</p> <p>Science – Rocks and Soils</p> <p>Knowledge Block 1- The different types of rocks</p> <ul style="list-style-type: none"> • A rock is a solid material made up of minerals forming part of the surface of the Earth • Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. • Some rocks, called ores contain metals • Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone • Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate <p>Knowledge Block 2- The properties of rocks</p> <ul style="list-style-type: none"> • These three types of rocks all have different properties to each other, including porosity, hardness, reaction to chemicals • The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals <p>Knowledge Block 3- The structure of soils</p> <ul style="list-style-type: none"> • Soil is made up of small broken-down pieces of rock. • Soil contains a range of different size rock pieces, e.g., sand grains or stones. • Soil also contains humus (rotted plant material) • Soil made of very fine rock is called silt or clay. 	<p>Celebration of Learning Art Gallery Showcase to parents and carers</p> <p>PSHE + C - Being Responsible, Feelings and Emotions and Computer Safety</p> <ul style="list-style-type: none"> • Understand the differences between borrowing and stealing • Be able to describe how you might feel if something of yours is borrowed and not returned • Know why it is wrong to steal • Be able to understand the differences between being responsible and irresponsible • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words • Be able to identify possible dangers and consequences of talking to strangers online • Know how to keep safe in online chatrooms • Be able to name the positives and negatives of using technology • Understand the difference between safe and risky choices online <p>History – Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Place the time studied on a time line. • Use dates and terms related to the topic of study. • Sequence several events or artefacts • Understand the term BCE and BC. • Find out and compare the everyday lives of people in time studied with their own lives today. • Understand and identify reasons for and the results of their actions. • Use a range of sources to find out about a period. Select and record relevant information. • Begin to use the library and internet for research. • Identify and give reasons for different ways the past is represented. • Compare different versions of the same story from different sources and discuss why they might be different
<p>Art – Drawing (Key artist Banksy)</p> <ul style="list-style-type: none"> • Use and control a wide range of drawing tools to make marks/lines e.g. pencil, charcoal, crayon, chalk pastels, pens. • Experiment with different grades of pencil to create lines and marks. • Use different grades of pencil to show tone (light/dark). • Draw from observation with some accuracy. 	<p>RE - Miracles: Life of Jesus</p> <ul style="list-style-type: none"> • Express and describe responses to own experiences of concepts introduced. • Recognise and describe how their responses relate to their own lives and others. • Accurately describe what has been taught and how it could be used in the tradition covered. • Accurately describe what has been taught and how it could vary within the concept being studied. • Understand and describe the value of concepts that have been studied and can recognize the issues that may arise.
<p>MFL – Animals</p> <ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes & songs. • Recognise familiar words and short phrases covered in the units taught. • Communicate with others using simple words and short phrases covered in the units. • Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds. • Understand the meaning in English of short words I read in the foreign languages. • Write familiar words & short phrases using a model or vocabulary list. • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs. 	<p>Computing - Know how to search effectively</p> <ul style="list-style-type: none"> • Demonstrate how to use key phrases in search engines to gather accurate information online. • Explain what autocomplete is and how to choose the best suggestion. • Explain how the internet can be used to sell and buy things • Explain the difference between a 'belief', an 'opinion' and a 'fact'. And can give examples of how and where they might be shared online, e.g. In videos, memes, posts, news stories etc. • Explain that not all opinions shared may be accepted as true or fair by others (e.g. Monsters under the bed) • Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened
<p>Music – Performing (In the Hall of the Mountain King)</p> <ul style="list-style-type: none"> • Recognise differences between music of different times and cultures. • Create repeated patterns using a range of instruments. • Include different rhythms in metres of 2,3 or 4 • Combine different sounds to create a specific mood or feeling. • Understand how the use of tempo can provide contrast within a piece of music. • Begin to read and write musical notation. • Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. 	<p>Games and PE–Tennis, Multi Skills, Hockey and Gymnastics</p> <ul style="list-style-type: none"> • Use the skills and ideas in gymnastics with co-ordination and control. • Learn a range of different jumps. • Travel imaginatively across apparatus and be able to move on and off apparatus safely. • Design and produce a gymnastic sequence involving jumps. • Perform a sequence involving jumps using different levels showing good body tension and control. • Explore the skills / techniques of passing and receiving a ball and the skills/techniques of throwing and catching. • Explore the skills/techniques of passing and controlling the ball with some level of accuracy in net/wall games e.g. send and receive a ball using a racquet • Explore the tactics and principals in hockey and know how to keep and win possession in a hockey game (e.g. think of positioning/type of pass).
<p>Geography DT - not covered this half term</p>	<p>Enrichment Opportunities e.g., outdoor learning Explore artefacts from Farnham Museum</p>