

Science

Plants

Children will learn to:

- 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 (air, light, water, nutrients from soil, room to grow) 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

Skills:

Compare the effect of different factors on plant growth eg the amount of light, the amount of fertiliser

Discover how seeds are formed by **observing** the different stages of plant cycles **over a period of time**

Look for patterns in the structure of fruits that relate to how the seeds are dispersed

Observe how water is transported in plants, eg by putting cut, white carnations into coloured water and **observing** how water travels up the stem to the flowers

Rocks

Children will learn to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Skills:

Observe rocks, including those used in buildings and gravestones.

Explore how and why they might have **changed over time**.

Use a hand lens or microscope.

Identify and classify rocks according to whether they have grains or crystals and whether they have fossils in them.

Research and discuss the different kinds of living things whose fossils are found in sedimentary rock.

Explore how fossils are formed.

Explore different soils and **identify similarities and differences** between them

Investigate what happens when rocks are rubbed together or what changes occur when they are in water.

Raise and answer questions about the way soils are formed.

Year 3 - SUMMER TERM

Computing

Children will follow the Purple Mash scheme of work branching databases, simulations and graphing topics.

Skills:

- To use specific programs to create branching programs.
- To explore, analyse and evaluate a simulation.
- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

Online Safety - Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership (Educated for a Connected World - see progression within document) column 4

Geography

Children will learn about the Lake District region of the United Kingdom

- Where is the Lake District located?
- What is the physical geography like? (Climate, vegetation, mountains, rivers and lakes, volcanic impact and glaciation)
- What is the human geography like? (Settlement type, farming, mining and quarrying, tourism, energy supplies, water supplies and transport links)
- What do we mean by referring to the Lake District as a National Park?

Numerical - Numerical grid references

Skills

Mapping

- Use maps and diagrams from a range of publications eg leaflets
- Use the index and contents page of atlases
- Recognise that contours show height and slope
- Create maps of small areas with features in the correct place

Communication

- Identify and describe geographical features, processes (changes) and patterns
- Use geographical language related to the physical and human processes (hills, mountain, river)
- Communicate geographical information through a range of methods eg sketch maps, presentations etc

Use of ICT/technology

- View a range of satellite images
- Make use of geography in the news - online reports and websites

History

Pre-teach vocabulary

Be able to place the Viking period on a chronological framework and make connections to the history previously studied

Use an artefact led enquiry to learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- Viking raids and invasion
- Viking lifestyle
- Resistance by Alfred the Great (849 - 899 AD) and the formation of Danelaw
- Resistance by Athelstan, the first king of England and the significance of the year 927AD and the unification of the country
- Further Viking invasions and Danegeld (a payment by the English to the Danes to keep them from invading)
- Edward the Confessor and his death in 1066 - research Edward and decide if he was a good king or responsible for the Battle of Hastings?

Skills:

Chronology

Explore main events, situation, changes and links within (and across) different periods eg differences/similarities between clothes, food, buildings or transport

Communication

Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.

Communicate historical findings through a range of methods including the use of ICT, maps and timelines

Produce own accounts that make some connections and describe some contrasts

Events, People and Change

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Enquiry, Interpretation and using sources

Recognise that different versions of past events may exist

Identify historically significant people and events in different situations

Art & DT

Create flower image using digital media:

- Record and collect visual information using cameras and videos
- Present images using software
- Use a graphics package to create images and effects using line and brush stroke tool
- Change the type of brush
- Create shapes using cur, duplicate and repeat
- Experiment with colours and textures

Collage - design and create a Viking shield:

- Experiment with a range of collage techniques incl. tearing, overlapping and layering to create images and represent texture
- Use collage a means of collecting ideas

Drawing:

- Create textures with a range of drawing implements
- Apply simple use of pattern and texture in drawing

PSHE

Fake is a mistake

- The real me is the best me; spotting shame and replacing it with truth; discussion around sharing your true feelings; importance of truth to build strong relationships; looking for ways to improve the school environment.

No way through, isn't true

- Thinking about progress and setbacks; Imagining 'what if...' in a positive way; overcoming challenges and difficulties;; developing the right attitudes to achieve our dream; how to manage change well.

MFL

Children should be taught to

- 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

More able:

- 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

Ice creams E)

Little Red Riding Hood or Ancient Britain €

Music

Children will learn to:

- Begin to perform as an ensemble.
- Play and perform songs with the ukulele in an ensemble with increasing accuracy, fluency, control and expression.
- Being able to perform as a solo
- Can understand and compose a variety of chants and sacred music.
- To be able to play simple melodies on tuned instruments.
- How is music made? Exploring and creating our own musical instruments.