

Year 3 Termly Overview – Spring Term 2

Sensational Structures and Sequences

Key Question - Why are structures and sequences important?

<p>Big Impact Event Create a structure from Lego or building blocks and then create a sequence to show a partner how to build your structure.</p>	<p>Celebration of Learning – Showcase of computing learning to parents</p>
<p>Science – Animals, skeletons and movement</p> <ul style="list-style-type: none"> • All vertebrates have internal skeletons that protect vital organs. • Invertebrates have exoskeletons that protect vital organs. • Skeletons support the weight of land animals. • Stronger bones can support a greater mass. • Bones are connected (but can move relative to each other) at joints. • Muscles connect to bones and move them when they contract. • Stronger bones can anchor stronger muscles. 	<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 <p>Understand the difference between safe and risky choices online</p> <p>•</p> <p>DT – Bread</p> <ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and The Eatwell plate. • Have used some equipment and utensils and prepared and combined ingredients to make a product. • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. • Know how to use appropriate equipment and utensils (cutting boards and knives) • Know about a range of fresh and processed ingredients appropriate for their product • Know and use relevant technical and sensory vocabulary appropriately.
<p>Computing – Scratch Programming Using the Scratch program – The Magic Carpet (IPRIMM)</p> <ul style="list-style-type: none"> • Understand what ‘algorithm’ means. • Decompose a game. • Delete a sprite. • Create a sprite. • Predict what the blocks of code will do. • Relate an algorithm to code. • Have a clear start and end for the sprite. • Adapt the code to make their sprite move. 	<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. <p>Use the first person singular version of high frequency verbs.</p>
<p>Music – Recorders</p> <ul style="list-style-type: none"> • Develop instrumental skills and techniques and use them to play (on tuned and un-tuned instruments) with increased accuracy and growing musicality • Collaborate to create/perform a piece of music 	<p>PE and Games - Tennis, Multi Skills, Hockey and Dance</p> <ul style="list-style-type: none"> • Use simple choreographic techniques. • Learn a contemporary dance style. • 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>RE –Remembrance Holy Week</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 recognise the issues that may arise. 	
<p>Art, History and Geography- not covered this half term</p>	<p>Enrichment Opportunities e.g., outdoor learning Drawing skeletons in chalk and showing movement Sharing our dances with other classes</p>