

Year 3 Termly Overview – Spring Term 2

Sensational Structures and Sequences

Key Question - Why are structures and sequences important?

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| <p>Big Impact Event Create a structure from Lego or building blocks and then create a sequence of instructions to show a partner how to build your structure.</p> | <p>Celebration of Learning – Showcase of science 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>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 (continued)</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>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 (Golden thread – belonging)</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 dance with other classes</p> |