

## Year 3 Termly Overview – SPRING TERM 1

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