

DT - Food

Children will:

Design, create and evaluate a healthy lunchbox snack:

Design Process:

- Explore existing products on the market and customer needs
- Draw, sketch and annotate designs to help analyse and understand how products are made.
- Develop more than one design or adaptation of an initial design.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Plan a sequence of actions to make a product.
- Consider and explain how the product could be improved

Food Technology Skills:

- Develop sensory vocabulary/knowledge using smell, taste, texture and feel
- Analyse the taste texture smell and appearance of a range of food
- Use appropriate tools safely
- Explore seasonality of fruit and the countries they originate from
- Follow instructions/recipes
- Make healthy eating choices
- Join and combine a range of ingredients
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Vocabulary: taste, texture, smell, seasonality, originates

Linked Designers: Mary Berry

PSHE - Relationships

- Families and friendships- What makes a family; features of family life.

Vocabulary- Family, parents, relationships, blended family, adoption, support, stability, love, positive, negative, care, encouragement, difficulty, feelings, upset, worry, unhappy, unsafe, uncomfortable.

- Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour.

Vocabulary- Boundaries, behaviours, feelings, sharing, appropriate, privacy, online safety, strategies, bullying, trust, sites, acceptable, unacceptable, situations, similarities, differences, face- to face, experiences, feelings, upset, worried, hurtful, unkind.

- Respecting ourselves and others. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.

Vocabulary- Respect, behaviour, self-respect, courtesy, polite, manners, feelings, treating, differences, similarities, cultures, society

Science

Animals including Humans: Health and Nutrition

Children will learn to:

- Identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Identify the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions

Skills/working scientifically:

- Compare and contrast the diets of different animals including their pets
- Decide ways of grouping animals according to what they eat.
- Research different food groups and how they keep us healthy
- Design meals based on what they find out.
- Identify and group animals with and without skeletons.
- Observe and compare the movement of these animals.
- Explore ideas about what would happen if humans did not have skeletons.

Vocabulary:

Skeleton, skull, bones, muscles, movement, support, protection, nutrition, mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar produce, consumer, apex predator

Scientist Study: Thomas Henry Huxley - Biologist

MTP's

Year 3 Autumn Term

Art & DT - Painting/Textiles

Children will:

Design, make and evaluate a fabric Christmas decoration

Design Process Skills:

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Match and use tools with accuracy for cutting, shaping, joining and finishing.
- Select from techniques for different parts of the process.
- Develop skills in stitching, cutting and joining
- Sew on buttons and make loops.
- Use appropriate decoration techniques and textural effects.
- Consider and explain how the finished product could be improved.

Children will:

Create observational drawings and cave paintings

Drawing and Painting skills:

- Select and record from first hand observation, experience and imagination, and explore ideas of a specific subject matter
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.
- Apply tone in a drawing in a simple way
- Explore with primary and secondary colours
- Create different effects and textures with paint
- Work with a variety of brush types on a range of scales

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, primary/secondary

Linked Artists: Franz Marc

Computing

Children will follow the Purple Mash scheme of work coding and spreadsheets topics.

Skills:

- To design and write a program that simulates a physical system.
- To introduce selection in their programming by using the if command.
- To create a program with an object that repeats actions indefinitely.
- To debug simple programs.
- To use spreadsheet software to create pie charts and bar graphs.

Online Safety - Self-Image and Identity, Online Relationships (Educated for a Connected World - see progression within document) column 4

Vocabulary: repeat, command, flowchart, output, procedure, cell,

History

Children will:

- Pre-teach vocabulary
- Know the chronological order of Stone Age, Bronze Age, Iron Age
- Know the chronological order of Palaeolithic, Mesolithic and Neolithic
- Use an artefact led enquiry to learn about the changes in Britain from the Stone Age to the Iron Age
- Learn about the late Neolithic Stone Age from a detailed study of Skara Brae and its artefacts
- Know that nomadic hunter gatherer lifestyle changed to settled small groups and farming during the Neolithic period due to the domestication of plants and animals.
- Understand the introduction of different metals during the Bronze Age and Iron Age to make artefacts eg tools and weapons - compare to the materials used at Skara Brae
- Compare the homes in Skara Brae to the round houses and hill forts in the Bronze and Iron Ages

Black British History - Cheddar Man

Skills:

Chronology

Place events into different periods using the appropriate historical terminology

Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time

Communication

Talk and write about historical events and changes by selecting and organising historical information and dates
Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence etc
Communicate historical findings through a range of methods including the use of ICT, maps and timelines

Events, People and Change

Changes in Britain from the Stone Age to the Iron Age

Enquiry, Interpretation and Using Sources

Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions eg How did? What were? What was important?

Recognise why some events happened and what happened as a result. Ask questions such as, Why did? What were the effects?

Vocabulary:

Chronology, chronological, pre-history, Stone Age, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, hunter-gatherer, artefact

Geography

Children will learn about the geographical knowledge of the UK with a focus on the counties and cities surrounding Lancashire

- Locate the North -West of England and the counties surrounding Lancashire
- Locate and name the major cities of the North-West of England
- Make a detailed study of the physical and human features of two cities and compare their similarities and differences

Skills:

Mapping

- Make and use simple route maps
- Label maps with titles to show their purpose
- Link features on maps to photos and aerial views

Enquiry and Investigation

- Ask more searching questions including how and why as well as where and what when investigating places and processes

Communication

- Express opinions and personal views about what they like and don't like about specific geographical features and situations

Use of ICT/Technology

- Use the zoom facility on digital maps to locate places at different scales
- View a range of satellite images
- Add photos to digital maps

Vocabulary: Lancashire, Cumbria, Greater Manchester, Merseyside, West Yorkshire, North Yorkshire, county, area, urban, location, aerial, Oblique, Manchester, Liverpool, atlas, satellite image, digital mapping

MFL

Children will:

- 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

Half Term 1 - Phonetics 1 & 2 (C); I'm learning Fr/Sp/It (E)

Half Term 2 - Animals (E); Seasons (E)

Music

Children will:

- Listen and appreciate music from across the ages
- Understand how music was first created
- Explain the effect that Berliner had on music culture as a business
- Recreate sounds from aural memory. Recreating a thunderstorm
- Begin to understand the staff and musical notation
- Begin to develop a simple understanding of the history of music
- Understand some of the key elements of music: pulse, beat, rhythm, tempo, dynamics, texture and timbre
- Sing a variety of songs and play the ukulele musically with increasing confidence and control
- Play and perform songs with the ukulele in an ensemble with increasing accuracy, fluency, control and expression
- Perform a concert on stage, on an instrument in front of a live audience

Skills

- Timekeeping
- Singing
- Performing with fluency
- Performing with control
- Performing with expression
- Listening
- Reading musical notation
- Understanding musical history
- Language

Vocabulary

Musical elements, pulse (beat conductor), rhythm, tempo (grave, presto), dynamics (forte, dynamic, piano, crescendo, diminuendo), texture (monophonic, layers, polyphonic), timbre (colour of sound), composer, timeline, structure (4:4, verse, chorus)

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Year 3 Autumn
Term**