

## Art & DT (3D)

Children will:

**Design, create and evaluate a 3D Anglo-Saxon artefacts using a range of techniques:**

**Drawing Skills:**

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil to draw and form different shapes, lines and marks
- Show an awareness of objects having a third dimension

**3D Skills:**

- Plan, design and make models from observation or imagination
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material
- Use paper mache to create a simple 3d object

**Vocabulary:** observations, grades, paper mache, malleable, patterns, texture, shape

## PSHE – Living in the wider world

- Belonging to a community- The value of rules and laws; rights, freedoms and responsibilities.

**Vocabulary-**Rules, laws, rights, freedom, responsibility, value, reasons, follow, abiding, breaking, human rights, protect, safe.

- Media literacy and digital resilience- How the internet is used; assessing information online.

**Vocabulary-** Internet, information, online, safety, images, information, change, alter, evaluate, choices, reporting, experiences, watching, concern, worry, feelings, appropriate, communication.

- Money and work- Different jobs and skills; job stereotypes; setting personal goals.

**Vocabulary-** Jobs, skills, stereotypes, goals, personal, sectors, lifetime, myths, challenge, role models, team, interests, future, achieve, learn, develop, grow, progress.

# MTP's Year 3 Spring Term

## Science

### Forces and Magnets

*Children will learn to:*

- Compare how some things move on different surfaces
- Notice that some forces need contact between two objects(opening a door, pushing a swing) but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

*Skills/working scientifically:*

Compare how different things move and group them

Raise questions and carry out tests to find out how far things move on different surfaces

Gather and record data to find answers to their questions

Explore the strengths of different magnets and find a fair way to compare them.

Sort materials into those that are magnetic and those that are not.

Look for patterns in the way that magnets behave in relation to each other and what might affect this, eg the strength of the magnet or which pole faces another

Identify how these properties make magnets useful in everyday items and suggest creative uses for different magnets.

**Vocabulary:** force, contact, surface, magnetic, attract, repel, poles

### Light

*Children will learn to:*

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light source is blocked by a solid object
- Find patterns in the way that the size of shadows change

*Skills:*

Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

**Vocabulary:** light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque.

**Scientist Study: Michael Faraday – Electromagnetism**

## Art – painting/printing

Children will:

**Printing and painting – to create a skyline image – use pointillism techniques to create texture**

**Drawing Skills:**

- Draw from first hand observations – both detailed and simplified forms/lines
- Experiment with ways in which surface detail can be added
- Record ideas in journals with different drawing implements, explore linked artists and annotate
- Draw for a sustained period

**Painting/printing Skills:**

- Create printing blocks using a relief or impressed method
- Create repeated patterns
- Experiment with different effects and textures inc. blocking colour, washes, blending, thickened paint.
- Mix and blend primary and secondary colours in order to create a background
- Compare ideas, methods and approaches in their own and others' work and say what they think feel about them.
- Adapt their work according to their views and describe how they might develop it further.

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

**Linked artists: 'Houses of Parliament' Claude Monet, Paul Signac, Georges Seurat**

## Computing

Children will follow the Purple Mash scheme of work touch typing and emails, presenting with PowerPoint

**Skills:**

- To improve the speed and efficiency of typing skills.
- To think about and evaluate the different methods of communication.
- To open and respond to an email.
- To write an email to someone, using an address book.
- To use technology safely, respectfully and responsibly.
- To know how to report concerns.

Online Safety – common sense planning lesson 3 and 4

**Vocabulary:** Posture, home row keys, spacebar, **backspace**, email, report, draft, attachment, animation, text box, design, template, slideshow

## History

Children will:

- Pre-teach vocabulary
- Be able to place the settlement of Britain by the Anglo-Saxons and Scots chronologically in time
- Have an overview of Anglo-Saxon invasions, settlements and kingdoms
- Use an artefact led enquiry to learn about Anglo-Saxon culture through a detailed study of the Sutton Hoo burial in East Anglia
- Study the material culture of buildings, dress styles, illuminated texts, and grave goods
- Understand the structure of Anglo-Saxon society and law

**Black British History - St. Hadrian of Canterbury** - Study the religion that the Anglo-Saxons followed and the conversion to Christianity.

Skills

### Chronology

Recognise historical events as a coherent, chronological narrative from the earliest times to the present day

### Communication

Use relevant and appropriate terms such as settlement, invasion, primary/secondary evidence

Produce own accounts that make some connections and describe some contrasts

### Events. People and Change

Britain's settlement by the Anglo-Saxons and Scots

### Enquiry, Interpretation and Using Sources

Recognise how sources of evidence are used to make historical claims. Ask questions such as, what might this tell us about?

**Vocabulary** - settlement, Anglo Saxon, Scot, SuttonHoo, narrative, Britain, artefact

## Geography

Children will learn about the locational knowledge of the World with a focus on Europe including Russia.

Skills:

### Mapping

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied
- Use the index and contents pages of atlases
- Use a scale bar to calculate some distances

### Use of ICT/technology

- Use presentation/multimedia software to record and explain geographical features
- Use spreadsheets, tables and charts to collect and display geographical data
- Make use of geography in the news - online reports and websites

**Vocabulary:** country, Europe, Russia, capital city, Northern Hemisphere, Southern Hemisphere, lines of latitude, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, index, contents, scale bar, distance.

## MFL

Children will learn:

- 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 - Musical Instruments (E)**

**Half Term 2 - Fruits (E)**

# MTP's Year 3 Spring Term

## Music

Children will learn to:

- Read music: Locate quavers in a piece of music by reading the score.
- Play and perform songs with the ukulele in an ensemble with increasing accuracy, fluency, control and expression.
- Identify and manipulate structures
- Compose music with notation
- Understand broken chords and be able to say which notes blend together
- Design their own harmonica
- Explore sounds by reproducing sound from aural memory
- Appreciate music from the romantic period
- Compose rhythm for untuned instruments
- Understand Beethoven's influence on the romantic period

**Skills:** Identifying performing, performing with control, performing with expression, timeline, understanding history, composing, design, using fluency, musical theory, reading

**vocabulary:** orchestral families, ukulele, performance, fluency expression, appreciate, quavers, rhythm, arpeggios/broken chords, blend, harmonica, reproduce, ensemble, score