

Summer Term Year 3

All subjects are directly linked to the National Curriculum's programmes of study.

Legends of Sherwood

	History/Geography	Science	Art/DT	Music	RE
<p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Visit to Sherwood Forest or new Robin Hood feature at Nottingham Castle</p>	<p>A local history study (link Geography) Sherwood Forest A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Subject Endpoints To be able to place key events, people and changes into correct periods of time. To develop the appropriate use of historical terms. Interpret the features of periods and societies in the past. Answer questions about the past using information I have gathered. Ask questions about change, cause, similarity, difference, and significance. Begin to identify a primary and secondary source of information and give reasons.</p> <p>Geography County study (link History) Locate counties in the United Kingdom and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Subject Endpoints To be able to explain how human geography has changed over time in different locations.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including: pollination, seed formation and seed dispersal.</p> <p>Skills Working Scientifically Making systematic and careful observations and, where appropriate, taking accurate measurements using accurate units, using a range of equipment. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Knowledge Know the functions of all the parts of a flowering plant and to be able to investigate the requirements for plant growth. Describe food chains and to know that they all start with a green plant. Describe how plants are vital for human survival. Investigate scientific questions and present results.</p> <p>Forces and Magnets</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Reporting on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support findings.</p> <p>Knowledge Compare how things move on different surfaces. Notice that some forces need contact between two objects, 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. Know that magnetic poles attract and repel. To recognise magnetic material.</p>	<p>Art Painting (focusing on Van Gogh and Alma Thomas)</p> <p>Subject Endpoints Skills Mix primary colours to create secondary colours. To recognise the primary colours. To be able to evaluate different artists' work using subject specific vocabulary. Learn about great artists, architects and designers in history. Create different shades of colour when using paint. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Knowledge Replicate Van Gogh's painting style. Create a painting in the style of Van Gogh. How art and design both reflect and shape our history. Learn about great artists, architects and designers in history. Evaluate and analyse creative works using the language of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>The Beatles and the development of Pop music Blackbird – The Beatles. Links to the Civil rights movement.</p> <p>Skills Listen and Appraise Understanding of pulse, rhythm, pitch and structure. Improvisation using the voice and instruments Composition Performance</p> <p>Knowledge Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Start to explore the link between sound and symbol. Continue to sing, learn about singing and vocal health. Continue to play an instrument in a group/band/ensemble Continue to explore and create your own responses melodies and rhythms. Continue to work together to perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Religions: Christianity and Islam</p> <p>Subject Endpoints Skills Pupils understand religious stories (Genesis) Pupils understand what impact religious stories have on Christians lives Pupils explore the scientific explanation of creation – Big Bang</p> <p>Knowledge Retell religious stories Pupils consider their own beliefs Pupils explore their own beliefs about creation.</p> <p>Religions: Christianity</p> <p>Subject Endpoints Skills Pupils discuss the impact music can have on people (calm, excited, sad) Pupils explore Christian music (a Christmas carol, a hymn, contemporary Christian music) Pupils consider issues important to them and the world they live in</p> <p>Knowledge Taking part in discussions Exploring religious practices and beliefs Pupils create their own a song</p>

