

# Year 3: Term 1

## Time After Time

<p><b>Science: ROCKS</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> <li>•</li> </ul>	<p><b>Science: LIGHT</b></p> <ul style="list-style-type: none"> <li>• Recognise that children need light in order to see things and that dark is the absence of light.</li> <li>• Understand that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of the shadows changes.</li> </ul>
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Explore the variables in a range of simulations and relate to real life applications and situations</li> </ul>	<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Explore the variables in a range of simulations and relate to real life and situations</li> </ul>
<p><b>History:</b> <b>PREHISTORIC TIMES</b></p> <ul style="list-style-type: none"> <li>• Identify the Stone Age era, the Bronze Age era and the Iron Age era on a timeline and their chronological order.</li> <li>• Distinguish between evidence from each of these three periods.</li> <li>• Learn about the Neolithic hunter-gatherers and early farmers through the study of Skara Brae.</li> <li>• Learn about the Bronze Age religion, technology and travel.</li> <li>• Find out why Stonehenge was built.</li> <li>• Identify how farming changed people's lives through the study of Danebury Hillfort.</li> <li>• Identify what were the most important changes in Britain between the Stone Age and the Iron Age.</li> </ul>	<p><b>Geography:</b> <b>TIME ZONES</b></p> <ul style="list-style-type: none"> <li>• Know that there are different time zones across the world.</li> <li>• Locate the different time zones on a map.</li> <li>• Understand that when you travel, you travel through different time zones.</li> <li>• Know that day and night are different across the world.</li> <li>• Know the links between position of the sun and earth's rotation.</li> <li>• Identify whether it is day or night in different areas.</li> <li>• Identify the prime meridian and that every place on earth is measured from this line in term of its distance.</li> <li>• Know that the prime meridian divides the earth into East West.</li> <li>• Realise the importance of Greenwich and the prime meridian.</li> </ul>
<p><i>ICT Opportunities: Digital Publishing and Presentation</i></p> <ul style="list-style-type: none"> <li>• Plan, create and edit publications for a specific audiences/purpose,</li> <li>• Use tables, text boxes, graphics and borders to layout content to communicate effectively</li> </ul>	<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Explore the variables in a range of simulations and relate to real life and situations</li> </ul>
<p><b>DT:</b> <b>MAKE A MOVING PREHISTORIC MONSTER</b></p> <ul style="list-style-type: none"> <li>• Understand pressure can be used to produce and control movement.</li> <li>• Understand &amp; compare techniques for making simple pneumatic systems.</li> <li>• Assemble a simple pneumatic system and use it in conjunction with simple levers to control movement.</li> <li>• Explore ideas through 3-D modelling.</li> <li>• Work safely with a range of simple hand tools.</li> <li>• Use a storyboard to sequence their work.</li> <li>• Evaluate the product.</li> </ul>	<p><b>ART:</b> <b>LASCAUX CAVE ART.</b></p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Work on a range of scales e.g thin brush on small pictures etc.</li> <li>• Create different effects and textures with paint.</li> <li>• Mix colours, know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• Mix and use tints and shades.</li> <li>• Know about great artists in history.</li> </ul>
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Create simple interactive computer games and activities</li> <li>• Create and manipulate digital graphics (Including 3D) and animations for a purpose –</li> </ul>	<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Create and manipulate digital graphics and paintings to explore artistic effects</li> </ul>
<p><b>Music: FOCUS STUDY: World music</b></p> <ul style="list-style-type: none"> <li>• Play in ensemble contexts, using their voices and playing instruments with increasing accuracy.</li> <li>• Improvise music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail to sounds.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music.</li> <li>• Develop an understanding of the history of music.</li> </ul>	
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Create and edit musical sequences with several tracks</li> </ul>	
<p><b>P.E:</b> games, gymnastics, dance(see the P.E folder for more detail)</p>	
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>• Take photos and videos for a purpose, using basic camera tools – zoom and a tripod</li> </ul>	
<p><b>Computing: 1st Half - Using Technology Safely</b></p> <ul style="list-style-type: none"> <li>• Use a safe online social space (learning platform) to explore collaboration and networking</li> <li>• Understand some of the issues around possible online deception</li> <li>• Know about the KIDSMART rules and other e-safety portals</li> <li>• Be able to describe how they would ask for support or help</li> </ul>	<p><b>Computing: 2nd Half - The Internet and Digital Research</b></p> <ul style="list-style-type: none"> <li>• Know the basic structure of the Internet and World Wide Web</li> <li>• Understand that information sources should be credited</li> <li>• Understand that information the internet needs to be checked and evaluated</li> </ul>
<p><b>Entitlement and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Greenwich observatory and maritime museum, British Museum, Natural History Museum, puppet workshops? Ukulele lessons</li> </ul>	
<p>R.E - SEE AGREED SYLLABUS <b>CHRISTIANITY - Unit 5.</b></p>	<p>R.E - SEE AGREED SYLLABUS <b>SIKHISM - Unit 1.</b></p>