Year 3 Spring 2
Fantastic Beasts

Hook (curiosity): Discovering parts of the Iron Man in literacy.

Text (Reading, language, communication):
The Iron Man, The Thames and Tide Club, Oliver and the Seawigs.

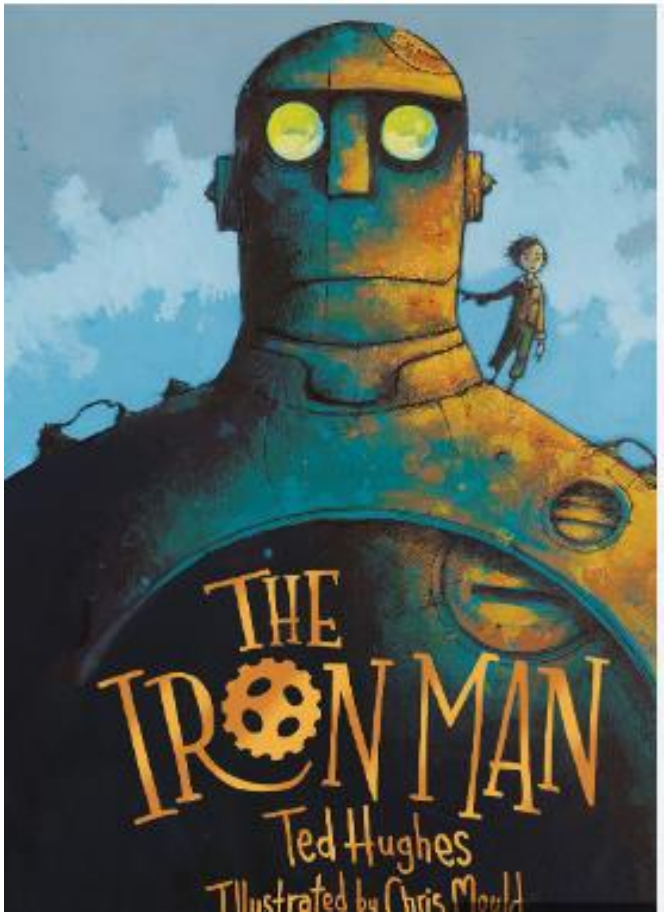
End product (engagement):
Children to create a fantastic beast 'jack-in-the-box' toy.

Vocab (Reading, language, communication):
Engineer, design, prototype, tubing, pneumatic, inflate, compression

Sticky knowledge (Learning that sticks):
1. An engineer will design a product to solve a problem.
2. An engineer will sketch and annotate their design before making it.
3. An engineer will test several prototypes before making their final product.
4. An engineer will evaluate the final product to identify any improvements.
5. A pneumatic system is a system that works using gases (such as air).
6. A pump or a syringe can be used to compress air.
7. Compressed air moves through a pneumatic system in tubes.

Driver: DT

Fantastic beasts



Computing

National Curriculum links:

- Design, write and debug programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software.

Progression of skills objectives:

- I can explain that objects in Scratch have attributes.
- I can identify the objects in a Scratch project.
- I can recognise that commands in Scratch are represented as blocks.
- I can choose a word which describes an on-screen action for my plan.
- I can create a program following a design and I can identify that each sprite is controlled by the commands I choose.
- I can create a sequence of connected commands
- I can explain that the objects in my project will respond exactly to the code.
- I can start a program in different ways and I can combine sound commands.
- I can explain what a sequence is and I can order notes into a sequence and I can build a sequence of commands.
- I can decide the actions for each sprite in a program
- I can make design choices for my artwork and I can identify and name the objects I will need for a project.

Music

See Spring 1

Geography
(Are all settlements the same? from KAPOW)

National Curriculum links:

- Locate the world's countries.
- Name and locate places in the United Kingdom.
- Understand Geographical similarities and differences.
- Describe key aspects of human geography.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of the compass.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.

Progression of skills objectives:

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use. Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi. Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.

BSL

Questions: Where, When, Who, What, How old?
Name

Religious Education
(Christianity from Surrey Syllabus)

CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?

- Encountering Jesus changed the lives of people who met him.
- Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women.
- Jesus showed he was God's Son by performing miracles.
- Relationships can be damaged, but can also be mended through forgiveness.
- That Jesus continues to change lives today.
- That Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever.
- That Jesus modelled how to have good relationships with others.

PSHE
(Safety and the Changing Body from KAPOW)

National Curriculum links:

- Safety and the Changing Body.

Progression of skills objectives:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.

PE
(Get Set 4 Education)

(Swimming lessons provided by Surrey Sports Park)

National Curriculum links:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression of skills objectives:

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.

Art and Design

See Spring 1

History

See Spring 1

Science

National Curriculum links:

- Compare how things move on different surfaces.
- Notice that some forces need contact between 2 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 2 poles predict whether 2 magnets will attract or repel each other.

Progression of skills objectives:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- 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.
- Using straightforward scientific evidence to answer questions or to support their findings.
- Related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Design technology

National Curriculum links:

- Generate and develop model idea through discussion and sketches. Select tools and materials. Evaluate ideas.
- Apply understanding of how to improve structures.

Progression of skills objectives:

- When planning explain their choice of materials and components including function and aesthetics.
- Know to make drawings with labels when designing.
- With growing confidence generate ideas for an item, considering its purpose and the user/s.
- Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product.
- Select a wider rangeof tools and techniques for making their producti.e. construction materials and kits, textiles,food ingredients, mechanical components andelectrical components.
- Explain their choice of tools and equipment in relation to the skills and techniques theywill be using.
- Start to understand that mechanical systems such as levers and linkagesor pneumatic systems create movement.
- Measure, mark out,cut, score and assemble.
- Start to work safelyand accurately witha range of simple tools.
- Start to think about their ideas as they make progress andbe willing to changething.
- Start to think about their ideas as they make progress andbe willing to changethings if this helps them to improve their work.
- Product againstoriginal design criteria e.g. how well it meets its purpose.