

YEAR 3 -SPRING TERM

What influences people?

Art:

USING PENCIL TO SHADE IN DIFFERENT WAYS

(Blending pencil crayons)

USE A RANGE OF BRUSHES TO CREATE DIFFERENT EFFECT/ CAN SHOW FACIAL EXPRESSION IN ART (Portraits)

Children will be using the above new skills to make a Mayan mask. They will research other artist who are inspired by this. They will use observational drawing skills and a variety of medias to experiment. They will explore what effects these have and evaluate their on-going learning.

Key vocabulary: media, symmetrical, scale, colour, depth, shading, cross hatching, blending, dotting, lines, shade, portrait, detail expression, proportions,

D & T:

Research, design, make and evaluate a healthy lunchbox?

: Nutrition, Food safety, yeast, knead, mixing, ingredients, experimenting, tasting, smooth, flavor, sharp, squashy, purpose, food groups, criteria, appearance, planning, evaluate,

Cross-Curricular Maths:

Time: Children will use timelines to investigate how long the Mayans were around.

Children will begin to read and tell time using the Mayan number system, calendar and sun dials.

Science: (Forces and Magnets)(Light)

Forces and Magnets:

* 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, depending on which poles are facing.

Key vocabulary:

Force, surface, magnet, magnetic force, attract, repel, magnetic material, poles, bar magnet, horseshoe magnet, materials, contact, non-contact, north pole, south pole, magnetic field, iron, iron filings

Light

* Recognize that they need light in order to see things and that dark is the absence of light

*Notice that light is reflected from surfaces *Recognize that light from the sun can be dangerous and that there are ways to protect their eyes

*Recognize that shadows are formed when the light from a light source is blocked by a solid object.

*Find patterns in the way that the size of shadows change.

In this History topic we

will learn how to:

* know and understand significant aspects of the history of the wider world. The expansion and dissolution of empires.

* Compare a non- European society and compare it with Britain.

*Use a variety of different sources to research

Key vocabulary:

Compare, contrast, analyze, advantages, disadvantages, describe, opinion, preference, justify, evidence, typical, hierarchy, beliefs society, mosaic, communications, chronological,

Essential knowledge:

- Using primary and secondary sources to research.
- Using timelines to show when the Mayan civilization was around
- Using research to find key points of importance.
- Sequencing events in chronological order.

Geography links:

*Locate the world's countries, using maps

*Using maps, globes and atlases to find countries the Mayan people lived in

Key Questions:

Concepts:

*Belief, spirituality, influence

*When did the Mayan people live?

*Where did the Mayan people live?

*What physical features are in South America?

*How does the landscape affect farming today and then?

*How does landscape and climate influence farming today and then?

*What did the Mayans believe?

*How did the Mayans beliefs compare to Britain's beliefs?

*What did the Mayans use for a number system, writing and time?

*What can we learn about the life of the Mayans from artefacts?

*What happened to the Mayan civilization?

P.S.H.E. (Jigsaw)

Our Jigsaw work will explore 'Dreams and goals' and we will learn ways we and stay motivated when something is hard. We will build our resilience and face new challenges. We will build our growth mindset and have positive attitudes. We will support others to achieve their goals.

Key vocabulary:

Challenge, motivation, regulation Support, resilience, confidence, Positive, negative, Growth mindset, attitude,

<p><u>Measures:</u> Children will be measuring ingredients to the nearest grams for their DT.</p> <p><u>Shape:</u> Children will explore shape through in their art project. Children will identify 3D and 2D shapes. They will look at patterns and symmetry in art.</p> <p><u>Daily Maths:</u> Our Math this half term will be place value to 1000, addition and subtraction. Children will use addition and subtraction to compare how long the Mayans were around compared to other civilizations at the time.</p> <p><u>Multiplication Tables:</u> We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12, in addition to other aspects of the curriculum including area and perimeter, multiplication and division.</p> <p><u>Useful Maths websites:</u> https://play.ttrockstars.com/auth/school/student www.URBrainy.com/MTC www.topmarks.co.uk/maths-games/hit-the-button https://www.purplemash.com/sch/stleonardsst17</p>	<p>*Children will explore sun dials and how the Romans used them to tell time. <u>Key vocabulary:</u> Light, dark, absence, reflection, surface, natural, man-made, light source, shadow, blocked, bright, dim, mirror, absorb, plane mirror, concave mirror, convex mirror, image</p> <p><u>English:</u> We will be reading a range of texts linked to our history study of Mayans.' Writing opportunities will be writing stories, descriptions and non-chronological reports. <u>Writing opportunities will include:</u> *Write a story *non chronological report on Jungle animals *Persuasive writing</p> <p><u>WOW! Starter.</u> <u>In school:</u> Children will take part in 4 activities throughout the day: *Exploring and designing Mayan masks *Explore different foods *Explore the Mayan number system complete some math around this *</p>	<p>* Name and locate countries and cities in South America *Begin to use grid references in an atlas <u>Key Vocabulary:</u> Atlas, maps, globes, conquered, impact, travel, contents, United Kingdom, Europe, distance, human and physical geographical features, North, East, South, countries, continents,</p> <p><u>Prior Learning:</u> In Key Stage 1, children will have learned about the world. They know the difference between counties and continents. They can name some places in England and Europe.</p> <p>Previously in year 3: Children have used atlases to find countries relating to Egypt They have found physical and human features of Britain and Egypt. They have used maps with organizational features.</p>	<p><u>R.E.</u> <u>Autumn 1: Exploring living by rules</u> *Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers. <u>Autumn 2: Religion in the home.</u> *Compare and contrast the practice of religion in the home in different religious communities.</p> <p><u>Computing: This half term we will be learning about animations'</u> <u>To</u> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p><u>Key vocabulary:</u> action, alert, algorithm, bug, code design, command, control, debug, design mode, event, get input, if, if/else, input, output, object, repeat, selection, simulation, timer, variable.</p>
--	--	---	--

