

Science:**Animals including humans**

- 1) identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- 2) identify that humans and some other animals have skeletons and muscles for support

Applications of science

Teachers should use this unit to revisit each of the topics covered in the year and complete investigations to show how the concepts could be applied.

Assessments for mastery could be formalised here.

Computing:

We are communicators

- 1) To use CC and BCC on emails.
- 2) To create group e-mails.
- 3) To use Skype to communicate with other schools.
- 4) To understand how important it is to stay safe online.

We are opinion pollsters

- 5) To create a survey using Survey Monkey.
- 6) To create open and closed questions.
- 7) To use Excel to present data.
- 8) To create graphs using Excel.

Languages:

- Engage in conversations, ask and answer questions; express opinions and respond to others; seek clarification and help others.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Use correct pronunciation in spoken work.
- Write some familiar simple words from memory.
- Have some contact with the country/countries. Recognise a children's song, rhyme or poem well known to native speakers.

International/ National links**Trips, Visitors and Outdoor**

Royal Institute – Young Scientist
Suntrap

History: N/A**Geography:****To investigate places**

- 1) Understand geographical similarities and differences.
- 2) Name and locate countries in Europe.
- 3) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

To investigate pattern

- 4) Describe geographical similarities and differences of countries.

To communicate geographically

- 5) Describe key aspects of physical geography including rivers, mountains

Programme of Study

Topic: All things bright and beautiful

Year: 3

Term: Summer

Art and Design

- 1) Study the works of Turner.
- 2) Record observations and plans in sketch books (Painting / Drawing)
- 3) Develop techniques of drawing/painting perspective.

Design and Technology:

- 1) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- 2) Prepare and cook a seasonal savoury dish following instructions accurately.
- 3) Understand seasonality: trees and leaves

RE – Hinduism: Personal Identity and belonging in Hinduism**Hinduism: Living as a Hindu**

- 1) Explain how beliefs about right and wrong affect people's behaviour.
- 2) Ask questions that have no universally agreed answers
- 3) Describe how some of the values held by communities or individuals affect behaviour and actions
- 4) Discuss and give opinions on stories involving moral dilemmas.
- 5) Show an understanding that personal experiences and feelings influence attitudes and actions

Music:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Physical Education:

- (1) Play competitive games and apply basic principles suitable for attacking and defending.
- (2) Use running, jumping, throwing and catching in isolation and combination.
- (3) Develop strength, techniques and control.
- (4) Take part in outdoor and adventurous activity challenges both individually and within a team.
- (5) Develop flexibility and balance.
- (6) Perform dances using a range of movement patterns.
- (7) Compare their performances with previous ones and demonstrate improvement to achieve their personal best.