

Science

Light, Shadows and reflection

- To recognise we need light in order to see things and that dark is the absence of light.
- To notice light is reflected from surfaces.
- To recognise that light from the sun can be dangerous and there are ways to protect eyes and skin.
- To recognise that shadows are formed when the light from a light source is blocked by a solid object
- To find patterns in the way that shadow sizes change

Music

Singing Together:

- To sing in tune with others
- To control their voice when singing
- To perform with confidence
- To add dynamics and actions to songs.

Geography

Earthquakes and Volcanoes:

- To describe how volcanoes are created.
- To describe how earthquakes are created.
- To explain how volcanoes have an impact on people's lives.
- To explain how people's lives vary due to weather.
- To locate and name some of the world's most famous volcanoes.
- To write a letter from the perspective of someone whose life has been affected by extreme weather.

PE

Orienteering

- To develop ability to plan and organise within simple problem-solving tasks.
- To develop ability to review effectiveness within simple problem-solving tasks.
- To develop awareness of the outdoors and each other by following fixed trails.
- To develop confidence in and awareness of the outdoors by exploring open trails.
- To develop ability to navigate a basic orienteering course.

Tennis

- To be able to assess the use of a range of net/wall skills and techniques in co-operative and competitive games.
- To introduce pupils to the "ready position" and to practice and develop basic movement skills to be used in net & wall games.
- To practice and develop movement skills required for net/wall games and introduce the concept of "feeding the ball".
- To introduce the tactic of aiming for space in the opponent's court.
- To develop positioning and movement skills needed to succeed in a net/ wall game.
- To practice and develop moving into the correct position to return a shot in net/wall games.
- To develop hand-eye co-ordination and introduce the forehand technique to return a ball.

Year 3 – Spring 2

How can I avoid a (natural) disaster?

Hook Lesson:

The children will take part in an activity to get them thinking about how it would feel to be a person affected by a natural disaster.



Computing

Data and Information

- To create questions with yes/no answers.
- To identify the object attributes needed to collect relevant data.
- To create a branching database.
- To explain why it is helpful for a database to be well structured.
- To identify objects using a branching database.
- To compare the information shown in a pictogram with a branching database.

RE

Christianity

Key Question:

- What is 'good' about Good Friday?

Theme:

- Easter
- Forgiveness

Concept:

- Salvation

Art

Painting – Watercolour landscape (natural disaster)

Link: Thomas Moran

- To conduct a close-focused drawing of an area which has experienced a natural disaster.
- To use sketches to produce a final piece of art.
- To make notes about the techniques of other artists.
- To predict with accuracy the colours they will mix.
- To know primary and secondary colours on colour wheel.
- To create a background wash using brushes to create different effects.