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| **Year 3** |  |  |  | |  | |
| **Art** |  | **Drawing**  Final product – observational drawings from pictures of cavemen.  To investigate different marks that can be made using pencils.  To compare own work with marks made by Vincent Van Gough in his work.  To explore shading techniques and talk about and investigate light/medium/dark tone.  To work from the imagination and explore ideas using a story as a starting point.  To say what they think about their work and adapt it according to their views.  To select and develop part of an image.  To develop work using own images as a starting point with a focus on pattern, line and shape.  To discuss work and identify areas for development. | **Printmaking**  Final product – print penny-farthing/other transport using stamp made from clay.  To use a roller and printing ink to experiment with mark making.  To make thoughtful responses to a story as a starting point for their work.  To review what they and others have done and say what they think and feel about it.  To develop the use of tools and techniques learned in previous lessons.  To investigate the possibilities of a range of materials and processes by experimenting with monoprinting.  To select colours and surfaces to develop ideas.  To review what they and others have done.  To record and reflect in sketchbooks.  To respond to animal markings and use ideas as a starting point for creating monoprints.  To use plasticine to produce a relief stamp.  To print coloured, repeated patterns onto selected surfaces. | | **Textile**  Final product – create a dip dyed fabric based on survival in different extreme conditions.  To collect visual and other information using a sketchbook, and explore patterning from different cultures.  To compare ideas and approaches.  To use knowledge of dip dye technique to produce backgrounds for printed work.  To make collograph blocks to communicate their observations and ideas.  To surface print collograph blocks onto fabric squares.  To adapt their work and develop it further .  To collect visual and other information to develop their ideas using sketchbooks and ICT.  To make plasticine relief block and explore printing onto different surfaces. | |
| **DT** |  | **Structure – measure, make holes and cuts.**  Final product – make a model of a stone age vehicle.  • Experience of using different joining, cutting and finishing techniques with paper and card.  • A basic understanding of 2-D and 3-D shapes.  • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.  • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. • Order the main stages of making.  • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.  • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.  • Test and evaluate their own products against design criteria and the intended user and purpose.  • Develop and use knowledge of how to construct strong, stiff shell structures.  • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.  • Know and use technical vocabulary relevant to the project. | **Structures- Design and Evaluate- meeting a design criteria.**  Final product – design and create an airport.  • Experience of using different joining, cutting and finishing techniques with paper and card.  • A basic understanding of 2-D and 3-D shapes.  • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.  • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. • Order the main stages of making.  • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.  • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.  • Test and evaluate their own products against design criteria and the intended user and purpose.  • Develop and use knowledge of how to construct strong, stiff shell structures.  • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.  • Know and use technical vocabulary relevant to the project. | | **Food- describing how food ingredients come together.**  Final product – create a meal to help with survival – food linked to energy - using seasonal products.  • Know some ways to prepare ingredients safely and hygienically.  • Have some basic knowledge and understanding about healthy eating.  • Have used some equipment and utensils and prepared and combined ingredients to make a product.  • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.  • Plan the main stages of a recipe, listing ingredients, utensils and equipment.  • Select and use appropriate utensils and equipment to prepare and combine ingredients.  • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. • Know how to use appropriate equipment and utensils to prepare and combine food.  • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  • Know and use relevant technical and sensory vocabulary appropriately. | |
| **Science** |  | Rocks  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter.  Forces  Compare how things move on different surfaces  Notice that some forces need contact between two 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 two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Plants  Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.  Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.  Investigate the ways in which water is transported within plants.  Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  Light  Recognise that they need light in order to see things and that dark is the absence of light  Notice that light is reflected from surfaces  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Recognise that shadows are formed when the light from a light source is blocked by a solid object  Find patterns in the way that the sizes of shadows change. | | Animals, including humans  Identify that animals, including humans, need the right typesand amount of nutrition, and that they cannot make their ownfood; they get nutrition from what they eat  Identify that humans and some animals have skeletons and muscles for support, protection and movement. | |
| **Music** | Let your spirit fly- R n B.  RnB and other styles.  Listening- Identify the piece’s structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer..Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.  Musical activities- Warm-up Games copy back, play, invent rhythmic and melodic patterns. Sing in two parts. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance.  Perform and share- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? | Glockenspiel stage 1- Exploring & developing playing skills.  Musical activities-  The children: Learn to play and read the notes C, D, E + F. Learn to play these tunes: ● Easy E ● Strictly D ● Play Your Music ● Drive ● Dee Cee’s Blues ● What’s Up ● D-E-F-initely ● Roundabout ● March of the Golden Guards ● Portsmouth. The children improvise with Dee Cee Blues using the notes C and D. Compose using the notes C, D, E + F.  Perform and share- Decide how the class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it? The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions | Three Little Birds- Reggae.  Reggae and animals.  Listening- The children will identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics.  Musical activities- Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part: G + A. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.  Perform and share- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? | The Dragon Song- A Pop song that tells a story. Music from around the world, celebrating our differences and being kind to one another.  Listening- The children can. Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?  Musical activities- Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in two parts. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use as part of the performance.  Perform and share- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? | Bringing us Together- Disco.  Disco, friendship, hope and unity.  Listening-Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?  Musical activities- Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in two parts. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms. and use as part of the performance.  Perform and share-  Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it? | Reflect, rewind and replay- Classical.  The history of music, look back and consolidate your learning, learn some of the language of music.  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  **Listen and Appraise** a different piece of music each week/step  **Musical Activities**  **Share and Perform** |
| **Physical Education** |  | Games  Health and fitness  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.    Ball skills  Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.    Attacking and defending  Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.    Tactics/ rules and perform  Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.  Compete/perform  Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Evaluate  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Dance  Health and fitness  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.    Dance skills  Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.    Compete and perform  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Evaluate  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Gymnastics  Health and fitness  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.    Acquiring and developing skills Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence .Begin to show flexibility in movements.  Rolls Crouched forward roll, Forward roll from standing, Tucked backward roll  Jumps Straight jump Tuck jump Jumping jack, Star jump Straddle jump Pike jump, Straight jump half-turn, Cat leap  Vault Hurdle step onto springboard , Squat on vault Star jump off , Tuck jump off Straddle jump off Pike jump off  Travelling and linking steps Tiptoe, step, jump and hop Hopscotch Skipping, Chassis steps Straight jump half turn, Cat leap  Shapes and balances Large and small body part balances, including standing and kneeling balances. Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes, Front and back support  Compete/perform  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Evaluate  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | Athletics  Health and fitness  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.  Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.  Jumping  Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.  Throwing  Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.  Compete/perform  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Evaluate  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | |
| **Safe Messages** |  |  |  | | How to survive - what we need as humans to stay healthy | |
| **Cultural Gap** |  | Clarinets with musical specialist. |  | |  | |