



Year Group: 3

Topic: Yabadabadoo!

Term: Autumn

Subjects	Objectives/Learning intentions
Art	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Suggest improvements to their work using notes in sketchbook. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail.
Geography	<p>To Investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to name and locate geographical regions and their identifying human and physical characteristics and key topographical features – hills, mountains and coasts Name and locate North America (alongside other continents), concentrating on its environmental regions, key physical (earthquakes) and human characteristics, countries and major cities. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> → physical geography, including: earthquakes, volcanoes, hills, mountains and coasts. → human geography, including: settlements and land use. <p>To investigate patterns</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region within North America.
History	<p>To understand chronology</p> <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts <p>To build an overview of world history</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied and compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures



	<ul style="list-style-type: none"> • Select and record information relevant to the study • Begin to use the library and internet to research • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museums, cartoons etc. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • Dates • time period • era • change • chronology
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiry to answer them • set up simple practical enquiries, comparative and fair test • make systematic and careful observations, and where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. • reporting findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <p>Rocks</p> <ul style="list-style-type: none"> • 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 in rocks • recognise that soils are made from rocks and organic matter <p>Animals, including humans</p> <ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement
Computing	<p>Multimedia</p> <ul style="list-style-type: none"> • Explain that animation is a sequence of drawing or photographs • Relate animated movement with a sequence of images • Plan an animation • Identify the need to work consistently and carefully • Review and improve animation • Evaluate the impact of adding other media to an animation
Cultural Capital	<p>Stone Age themed forest school</p>