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| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview Year 3 – Spring 2 2024 |

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| **Key Texts English** | Stig of the Dump | | | | | | | | |
| **Subject** | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *PE* | *RE* |
| NC  Objectives / links | Pupils should be taught to:   * 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.   Vocabulary:  Key  Force  Friction  Magnet  Magnetic  Motion  Attract  Repel  Sparkle  accelerate  decelerate  magnetic field  pole | Pupils should be taught to:   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information | NA | Stone Age  Pupils should be taught about:   * changes in Britain from the Stone Age to the Iron Age   This could include:   * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture   Vocabulary  Key Words  Homo Sapiens  Hunter Gatherers  Nomads  Tribe  Settlement  Agriculture  Flint  Settlement  Roundhouse  Society  Sparkle Words  Archeology  Artefact  BC  AD   * Primary Source | NA | Pupils should  be taught to:  Use sharp knives for cutting safely. How to safely work with boiling water and hot ovens.  Measuring  ingredients accurately.  The  importance of  cleanliness in  cooking.  Why it’s  important to have  separate chopping boards.  Where food comes from.  What makes a healthy balanced diet.  Why eating healthy is important for us. | Pupils should  be taught to:   * listen attentively to spoken language and show understanding by joining in and responding * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * Appreciate stories, songs, poems and rhymes in the language * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   Vocabulary:  Badminton  Serve, Net, Court, Racket, Rally, Shuttle, Coordination, Movement, Grip  Hockey  Passing , Dribbling, Shoot, Stick, Control, Teamwork, Speed, Direction, Decision making, Aim, Turn, Possession, Slap pass, Push pass, Attack, Defence | * To know about and understand a range of religions and other world views; * To express ideas and insights about questions of beliefs and meaning; * To investigate and respond to important questions for individuals and the wider community. |

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| Week/session |  | * Lesson QfL (Learning Intentions / Lesson Titles) * Further QfLs linked to learning activities (additional questions for differentiated learning) * Opportunities for Sparkle (see separate suggestions) | | | | | | | | | | |
|  | *Science* | *Computing* | *Geog* | *History* | *Art* | *D&T* | | *MFL* | | *PE* | | *RE* |
| Big Question | **Can I use the force?** | **What is stop-frame animation?** | n/a | **What were early humans like?** | n/a | **How can I prepare a healthy snack?** | | **How do we say colours and numbers?** | | **What are the skills in cricket and gymnastics?** | | **Which faiths make up our community?** |
| Week 1 | What is a force? | Can a picture move? |  | Front covers |  | |  |  | See weekly PE planning | |  | |
| Week 2 | Why do my socks skid in the gym? | Are frames just for pictures? |  | How did people survive in The Stone Age? |  |  | |  | |  | | **What communities do I belong to?**  Which faiths are in my community?  What does Faith mean? |
| Week 3 | What is a magnet? | What’s the story? |  | What changed for people living in Stone Age Britain? |  | Dipped frut in chocolate | | Can I name 5 colours in Spanish?  What are red, yellow, blue, green, grey in Spanish?  Do any of them sound like English? | |  | |  |
| Week 4 | Is a bar magnet stronger than a horseshoe magnet? | What is a sequence? |  | What does the Stone Age timeline look like? |  |  | |  | |  | | **How do we help people feel welcome?**  When have I started something new and how did I feel? |
| Week 5 | How does a compass work? | Was my animation successful? |  | How do we know about the Stone Age? |  | Healthy muffins | | **Can I name 10 colours in Spanish?**  What colours do I already know?  Can I name?  Can I sing all of them in a Spanish song? | |  | |  |
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