

Year 3 - Footprints from the past

	Science	Geography	History	DT	Art
Learning Objectives	<p>Working scientifically</p> <ul style="list-style-type: none"> To work scientifically <p>Biology</p> <ul style="list-style-type: none"> To understand animals and humans To understand evolution and inheritance 	<ul style="list-style-type: none"> To investigate places To investigate patterns To communicate geographically 	<ul style="list-style-type: none"> To investigate and interpret the past To understand chronology To communicate historically 	<ul style="list-style-type: none"> To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history <p>DT to be taught using the following cycle:</p> <p>Evaluate Explore skills Design Make Evaluate</p>	<ul style="list-style-type: none"> To develop ideas To master techniques To take inspiration from the greats <p>Art to be taught using the following cycle:</p> <p>Evaluate Explore skills Plan Create Evaluate</p>
Milestones	<p>Working scientifically</p> <ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. <p>Biology</p> <p>To understand animals and humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>To understand evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<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. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p>To investigate patterns</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <p>To communicate geographically</p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>To master practical skills</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques <p>Mechanics</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). <p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Improve upon existing designs, giving reasons for choices. 	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p>To master techniques</p> <p>Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.

RE	How did Jesus and Buddha make people think?	
PSCHE	Healthy me	
PE units	Indoor: Dance - Diwali Dance	Outdoor: Invasion games 1
Spanish	Classroom language and items & Christmas	
Educational experience	Artist Visit Dinosaur in school	

Gender of nouns 1