

Design Technology:

Design:

- Children use research and develop design criteria to inform the design of functional products that are fit for purpose
- They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and prototypes.

Make:

- Children select from and use a wider range of tools and equipment to perform practical tasks

Evaluate:

- Evaluate their ideas and products against their own design criteria

Technical Knowledge:

Understand and use mechanical systems in their products – axles, wheels

Strength Lies in Difference

Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity.

Children to understand what it means to be wealthy, financially, physically, emotionally etc.

English / Mathematics

Please refer to the autumn term Success and Challenge cards for termly objectives

Knowledge Outcomes

- The Greeks lived in civilisations in cities.
- Alexander the Great was a significant ancient Greek ruler and built an empire ruling most of ancient Greece.
- The Olympics began in Olympia over 2,700 years ago. It was originally a celebration in honour of the God Zeus.
- There were 12 main Greek Gods and Goddesses.
- A myth is a traditional story – Theseus and the Minotaur is an example of a Greek myth.
- The Greek Gods and Goddesses were Zeus (God of sky), Poseidon (God of sea), Athena (Goddesses of wisdom, war and useful arts) and Aphrodite (Goddess of love and beauty).

Personal, Social and Emotional Development

PSCHE: What are families like?

Learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)

Children should recognise responsibility, devotion and care as core family values rather than as having a particular structure

Learn how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

Understand how people within families should care for each other and the different ways they demonstrate this

Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Children to be familiar with these key terms and understand their meaning: Family, Society, Perception, Stereotype and Identity

R.E.: How is the Church at the heart of Christian celebrations?

Learn that the Church is used as a venue for showing commitment to God, sometimes expressed through special ceremonies such as:

infant baptism, dedication, first communion, regular communion, believers' baptism, marriage, death rites

Learn about the festivals within the Church's Year including: shared times of reflection including Advent, Epiphany and Lent, Holy Week and Easter and other festivals such as Mothering Sunday and Harvest Festival

AUTUMN TERM 2

Objectives

Who let the gods out? (History focus)

Year 3

Languages

The calendar and celebrations

Read and say adjectives of colour.

Recognise and make links with sound spelling links in adjectives of colour.

Respond to several simple classroom commands

Recognise and say the days of the week

Copy and write accurately a day of the week.

Recognise and say most months of the year.

Can attempt to write accurately an important month of the year.

Understanding of the World

HISTORY: Ancient Greece

A study of Greek life and achievements and their influence on the western world

SCIENCE: Forces and Magnets

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.

COMPUTING: i-Connect

Use digital content created by others responsibly, adhering to the rules of plagiarism and copyright

Use search technologies effectively

Be discerning in evaluating digital content

Select and use a range of media to create a document

Use digital devices to create, edit and share videos.

Understand and generate QR codes

Physical Development

Dance

Repeat, remember and perform phrases in a dance

Use dynamic, rhythmic and expressive qualities clearly and with control

Use a wide range of movements when improvising

Show greater fluency and greater control in their movements

Expressive Art and Design

ART and DESIGN: Artists

Use inspiration from famous artists to replicate a piece of work. Reflect upon their work inspired by a famous notable artist and the development of their art skills.

Express an opinion on the work of famous, notable artists and refer to techniques and effect.

Key artists and designers: Caravaggio, Vincent van Gogh

MUSIC: Understand and explore how music is created, produced, and communicated, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture.

Composing:

Develop improvisation skills, using voices, tuned and untuned percussion and other instruments

Compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources.