



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 3 Spring 2

#### Scrumdiddlyumptious

##### Art & Design: **3D sculpture**

- To identify the techniques used by different artists.
- To make modelling materials ready for my own work.
- To use work inspired by the artist Peter Anton to create a 3D sculpture. (doughnut)
- To question and make thoughtful observations about starting points and select ideas to use in your own work.
- To collect visual and other information to help develop ideas.
- To be inspired by great artist and designers in history.
- To learn how to set up draw a still life composition inspired by the artist Paul Cezanne.
- To combine the elements of colour pattern and texture.

##### Music: **Scrumdiddlyumptious**

Each unit in the Year 3 the music curriculum covers the following skills:

- To recognise styles.
- To find the pulse.
- To recognise instruments
- To understand a wide range of music drawn from different traditions and from great composers and musicians.
- To discuss dimensions of music.
- To explore the link between sound and symbols.
- To create my own responses, melodies and rhythms.
- To play a classroom instrument in an ensemble.
- To perform to each other and an audience.
- To discuss/respect and improve our work together.

##### Computing: **We are Vloggers**

- To use a search engine to learn about a new topic.
- To plan our presentations thinking about using words and pictures.
- To find information and pictures for our presentations using the internet.
- To understand how Wi-Fi works in the school.
- To create our own images for our presentations.
- To complete and make any changes to our presentation after feedback.
- To create a screencast video of a narrated presentation.

##### PHSE: **Good to be Me**

- To know what we like to learn and how.
- To be able to recognise the different emotions of surprise and assertiveness.
- To be able to talk about something positive in everyone.
- To know that similarities and differences can come from different factors.

##### Safeguarding:

- To understand what we mean by bacteria.
- To know what bacteria is.
- To know that there are different diseases and conditions and to know how disease are spread.
- To know some of the ways that disease can be prevented from spreading.



##### PE:

##### Indoors: **Dance (imoves) Medley**

- To be able to perform basic dance motions based on a Bollywood and samba theme.
- To be able to improvise freely and translate ideas from a stimulus into movement.
- To be able to perform basic movements to music, and to build a simple themed dance with a small group.

##### Outdoor: **OAA**

- To be able to work effectively in pairs and small groups.
- To be prepared to attempt different ways to complete a task.
- To demonstrate basic problem solving skills
- To demonstrate initiative when working in a group.
- To demonstrate basic problem-solving skills.
- To work with class members in order to develop a successful task.
- To follow and read a map.
- To be able to identify their location on a map.
- To be able to identify and understand simple symbols on a map.
- To be able to use a basic orienteering map.

##### History:

No focus this half term.

##### Geography:

No focus this half term.

##### RE: **Christianity**

- To know the Bible is important to Christians and is made up of different genres.
- To find out how the Bible might make a difference to Christians' lives.
- Know that Jesus taught people using real life examples and parables.
- To understand the message of the parable of The Prodigal Son.
- To find out what happenings in the world today are sometimes called miracles

##### D&T: **Healthy pizza**

- To research and evaluate different types of pizzas.
- To be able to talk about which pizzas are healthier options than others and why.
- To plan and design a healthy pizza.
- To work hygienically and safely when making pizzas.
- To evaluate and suggest improvements to my design.

##### Science: **Animals, including humans**

- To know that living things need certain things to stay alive and know they need the right amount of nutrition to stay healthy.
- To be able to report on findings from enquiries.
- To be able to use evidence to answer questions about the food that an animal and a human might need.
- To identify that humans and some animals have skeletons for support, protection and movement.
- To understand the function of muscles.
- To set up a comparative test and record results in a table.
- To investigate whether people with the longest legs jump the furthest.
- To set up a fair test, explain why it is fair, record the results to draws simple conclusions.
- To make a simple prediction.
- To make suggestions for improvements using the result of a fair test.