



SEAFORD PRIMARY SCHOOL

Year 3 Term 2

<p>Topic Title- Lights, Camera, Action! Diwali and Science Focus</p>		
<p>History <u>Significant people-</u> <u>Great events -</u></p>	<p>Geography – <u>Knowledge</u> <u>Key Skills:</u> <u>Enquiry:</u></p>	<p>Science LIGHT <ul style="list-style-type: none"> • Notice that light is reflected from surfaces. • Recognise that shadows are formed when the light from the source is blocked by a solid object. • Find patterns in the way that size of shadows change. <u>Working Scientifically</u> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiry to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions </p>
<p>English <u>Text/Genres</u> 'The Dark' by ? and 'Black Dog' by Levi Pinfold Play scripts (puppets) Instructions Newspaper reports <u>Writing Opportunities</u> Wanted poster Play script of Rama and Sita story Prediction of what will happen next in Black Dog story</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> • Recap place value • Recap addition and subtraction • Recap multiplication and division Christmas geometry	<p>Computing E-Safety To create a safe password Digital Literacy: Using a computer To describe how the internet connects people To discuss how products are sold online To describe differences between on/offline communication To communicate safely and effectively online</p>
<p>Design Technology <u>Investigate</u> <u>Design and Make</u></p>	<p>Art and Design <u>Knowledge</u> Explore the work of some artists, craftspeople, architects and designers and discuss what they like. <u>Craft Skills</u></p>	<p>P.E Children will be developing their skills in gymnastics, multi-skills/ball control and small team games. <u>Skilfulness</u> To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed.</p>

<p>Evaluation</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué Develop skills in stitching. Cutting and joining</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>to measure, tape or pin, cut and join fabric with some accuracy</p>	<p>To use a range of skills that make use of equipment with basic consistency and accuracy. <u>Condition, Health and Well-being</u> To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well. <u>Decision Making</u> To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p>	
<p>PSHE</p> <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>R.E. Festivals of Light.</p> <p>To begin to understand the meaning of Diwali To understand the significance of Hanukkah in the Jewish religion To compare different spiritual festivals. Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study</p>	<p>Music Composing Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p>	<p>French We will learn to greet one another and say goodbye in various ways; numbers to 12; talk about our names; yes and no; learn simple shape names; some basic adjectives e.g. big & small, happy & sad; a small selection of common nouns; begin to create short phrases and sentences to go with a picture.</p>
<p>Super Start Watch a Puppet Show Mystic Middle- Epic End-Complete own Puppet Show retelling the story of Rama and Sita. Record and publish. Links to careers-https://explorify.wellcome.ac.uk/en/activities</p>			