

Cross curricular topics

Year 3 2016-17

Autumn Term

Science	<p style="text-align: center;">Humans</p> <ul style="list-style-type: none"> identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans have skeletons and muscles for support, protection and movement 	<p style="text-align: center;">Forces and Magnets</p> <ul style="list-style-type: none"> 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
Geography / History	<p style="text-align: center;">History - Stone age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge 	<p style="text-align: center;">England</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of Human Geography and Physical Geography use maps, atlases and globes to locate countries and describe features studied use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods
DT/ ART	<p style="text-align: center;">DT - Design and make/cook healthy snacks Design, make, evaluate and Technical knowledge</p>	<p style="text-align: center;">Art - Cityscapes</p> <ul style="list-style-type: none"> Draw and paint
WOW! Inc visits	<i>Expo-chef?</i>	Think-tank - Lego forces and friction?

Spring

Science	<p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Geography / History	<p>History - Iron age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Italy</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. describe and understand key aspects of Human Geography and Physical Geography use maps, atlases and globes to locate countries and describe features studied
DT/ ART	<p>Art- Mosaics Materials</p>	<p>DT- 3D sculpture Tower of Pisa Design, make, evaluate and Technical knowledge</p>
WOW! Inc visits	<p>Mosaic workshop?</p>	<p>Cannon Hill park?</p>

Summer

<p>Science</p>	<p>Animals</p> <ul style="list-style-type: none"> • identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that some animals have skeletons and muscles for support, protection and movement 	<p>Light and shadows</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change
<p>Geography / History</p>	<p>History- Ancient Egypt</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study 	<p>North and South America</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America • describe and understand key aspects of Human Geography and Physical Geography • use maps, atlases and globes to locate countries and describe features studied
<p>DT/ ART</p>	<p>DT- Canopic Jars Design, make, evaluate and Technical knowledge</p>	<p>Art- Printing Light and Dark Block printing</p>
<p>WOW! Inc visits</p>	<p><i>Museum trip</i></p>	<p>Think tank outreach - Luminous Light</p>