

# How active is our planet?

Autumn Term 1, 2024-25

Year 3

<p><b><u>PE</u></b></p> <ul style="list-style-type: none"><li>● <b>Netball</b><ul style="list-style-type: none"><li>- To know how to link movements.</li><li>- To know how to choose and use simple tactics and strategies.</li><li>- To know and describe the short-term effects of different exercise activities on the body.</li><li>– To know how to improve stamina and understand the importance of warming up.</li></ul></li><li>● <b>Gymnastics – symmetry and asymmetry</b><ul style="list-style-type: none"><li>- To know a range of actions, body shapes and balances.</li><li>– To know how to perform skills and actions more accurately and consistently.</li><li>- To know how to create gymnastic sequences that meet a theme or set of conditions.</li><li>- To know how to use compositional devices when creating their sequences, such as changes in speed, level and direction.</li></ul></li></ul>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"><li>● <b>Rocks and soils</b><ul style="list-style-type: none"><li>- To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>- To know how fossils are formed when things that have lived are trapped within rock</li><li>- To know that soils are made from rocks and organic matter</li></ul></li><li>● <b>States of matter</b><ul style="list-style-type: none"><li>- To know how to compare and group materials together, according to whether they are solids, liquids or gases</li><li>- To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C</li><li>- To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul></li></ul>	<p><b><u>Geography / History</u></b></p> <ul style="list-style-type: none"><li>● <b>Natural disasters</b><ul style="list-style-type: none"><li>- To know how to identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</li><li>- To know how physical geography impacts on land use, trade links, economic activity and types of settlement</li><li>- To know and understand the key features of natural disasters</li><li>- To know how to use maps, atlases and globes to locate countries and describe features studied</li><li>- To know that a time line can be organised in to BC/AD,BCE/CE and eras</li><li>- To know how to use mathematical skills to help work out the time differences between certain major events in history (Pompeii 79AD, Tsunami of 2021)</li><li>- To know that there are different accounts of history and why they exist</li><li>- To know why certain events happened as they did</li><li>- To know the part that archaeologists have had in helping us understand more about the past</li></ul></li></ul>	<p><b><u>P.S.H.E.</u></b></p> <ul style="list-style-type: none"><li>● <b>Being me</b><ul style="list-style-type: none"><li>- I know my worth and can identify positive things about myself and my achievements.</li><li>- I know how to set personal goals</li><li>- I know how to face new challenges positively, make responsible choices and ask for help when I need it</li><li>- To know that my actions affect myself and others and I care about other people’s feelings</li></ul></li><li>● <b>Celebrating difference</b><ul style="list-style-type: none"><li>- To know what influences me to make assumptions based on how people look</li><li>- To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</li><li>- To know how to identify what is special about me and value the ways in which I am unique</li></ul></li></ul>	
<p><u>Key Vocab:</u></p> <p>movement, tactic, strategy, position, stamina, balance, symmetry, asymmetry, consistency, composition, sequence, direction</p>	<p><u>Key Vocab:</u></p> <p>soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil; solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</p>	<p><u>Key Vocab:</u></p> <p>natural disasters, cyclone, volcano, earthquake, tremor, magma, lava, seismic, erosion, Richter scale, Mercalli scale, force, eruption, liquefaction, mantle, pyroclastic flow, seismometer, crater, vent, tectonic plates, plate boundary, epicentre, aftershock</p>	<p><u>Key Vocab:</u> Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, opinion, attitude, worth, goals, feelings, compassion, unique</p>	
<p><b><u>Art / DT</u></b></p> <ul style="list-style-type: none"><li>● <b>Volcano art</b><ul style="list-style-type: none"><li>- To know the different properties of different paints and how to lighten and darken tones using black and white</li><li>- To know how to use shade to create depth in a painting and use watercolour, exploring intensity of colour to develop shades</li><li>- To know how to add atmosphere with tones of colour and add finer detail with small brushes</li><li>- To know how to use collage, coiling, overlapping, tessellation, mosaic &amp; montage</li></ul></li><li>● <b>Earthquake proof buildings</b><ul style="list-style-type: none"><li>- To know how to plan and design, give fluent explanations of their choices of materials and research designs, make and evaluate</li><li>- To know how to create and make a final design for their product based on initial ideas and create a plan considering the design criteria</li><li>- To know how to make a prototype model and evaluate a final design</li></ul></li></ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"><li>● <b>Computing systems and networks – Connecting computers</b><ul style="list-style-type: none"><li>- To know how to develop understanding of digital devices, with an initial focus on inputs, processes, and outputs.</li><li>- To know how to compare digital and non-digital devices</li><li>- To know what computer networks are, that include network infrastructure devices like routers and switches.</li></ul></li><li>● <b>Creating media - Animation</b><ul style="list-style-type: none"><li>- To know a range of techniques to create a stop-frame animation using tablets.</li><li>- To know how to apply those skills to create a story-based animation.</li><li>- To know how to add other types of media to our animation, such as music and text</li></ul></li></ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"><li>● <b>Let your spirit fly</b><ul style="list-style-type: none"><li>- To know the difference between pulse and rhythm.</li><li>- To know how pulse, rhythm and pitch work together to create a song.</li></ul></li><li>● <b>Glockenspiels</b><ul style="list-style-type: none"><li>- To know the difference between pulse and rhythm and be able to keep the internal pulse.</li><li>- To start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li></ul></li></ul>	<p><b><u>R.E.</u></b></p> <ul style="list-style-type: none"><li>● <b>Being Hindu in Britain today</b><ul style="list-style-type: none"><li>- To know what the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ mean</li><li>- To know that Hinduism is a whole ‘way of life’ (dharma)</li><li>- To know how Hindus show their faith within their families in Britain today (e.g. home puja) and their communities (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li><li>- To know how to ask questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</li><li>● <b>How do festivals and family life show what matters to Jewish people?</b><ul style="list-style-type: none"><li>- To know some of the links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li><li>- To know how Jews show their beliefs through worship in festivals, both at home and in wider communities</li><li>- To know how to ask questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</li></ul></li></ul></li></ul>	<p><b><u>MFL</u></b></p> <ul style="list-style-type: none"><li>● <b>Phonetics and ‘I’m Learning French’</b><ul style="list-style-type: none"><li>- To know how to ask and answer the question ‘How are you?’ in French.</li><li>- To know numbers 1-10 and ten key colours</li></ul></li><li>● <b>Animals</b><ul style="list-style-type: none"><li>- To know the names of 10 common animals.</li><li>- To know the animals plus their appropriate indefinite article.</li><li>- To know the first person conjugation of the verb être (je suis = I am)</li></ul></li></ul>
<p><u>Key Vocab:</u></p> <p>mood board, depth, transfer, contour, shading, stippling, highlight, shadow, acrylic, water colour, large and small scale, palette; function, purpose, finish, model, prototype</p>	<p><u>Key Vocab:</u></p> <p>network, world wide web, packet, server, content, false information, reliable, ownership, podcast, editing, evaluate, input, device, output, audio</p>	<p><u>Key Vocab:</u> Structure, introduction, verse, chorus, improvise, compose, bass, drums, guitar, keyboard, hook, melody, rhythm patterns, melody, pulse, pitch, tempo, dynamics, texture</p>	<p><u>Key Vocab:</u></p> <p>Priest, Prayer / Puja/ Aarti, dharma, bhajan; festival, salvation, sukkot, synagogue, Mitsvah Mezuzah, Shema, Hanukkah, Dreidel</p>	

