

Year group: 3 Term: Summer 1

Topic: Heroes and Villains
Who do you admire the most?
Music led topic

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

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Key vocabulary: ability, adventure, anger, arrest, astronaut, award, Bonnie and Clyde, bravery, character, character traits, charitable organisation, compose, crime, cruelty, Cruella de Vil, danger, defeat, emergency services, equal rights, evil, fairy tale, fiction, film, firefighter, hero, heroine, homelessness, human rights, independence, infamous, instrument, intelligence, justice, leader, magic, melody, moral, music, peace, pitch, police, power, prevent, problem, prison, quest, rescue, rhythm, safety, saint, save, skill, slave, spree, strength, superpower, support, tempo, Underground Railroad, villain, violence

RSHE objectives:

See additional Statutory Guidance Mapping from Life to the Full.

Digital literacy:

- Make judgments in order to stay safe, whilst communicating with others online.
- Recognise online behaviours that would be unfair

History objectives:

Not covered in this topic

PE objectives:

Striking and Fielding:

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Athletics

Use running, jumping, throwing and catching in isolation and in combination.



Maths objectives: fractions

count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
recognise and show, using diagrams, equivalent fractions with small denominators
add and subtract fractions with the same denominator within one whole
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above

Opportunities for trips / visitors:

- Music led topic

Whole class texts:

The wolves in the walls by Neil Gaiman

The hundred and one dalmatians by Doe Smith

English objectives: Narrative – suspense

Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proofread for spelling and punctuation errors

Geography objectives:

Not covered in this topic

Music objectives:

Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Listen with attention to detail and recall sounds with increasing aural memory.

Science objectives: Scientist and Inventors

To identify differences, similarities or changes related to simple scientific ideas and processes.
To identify changes related to scientific ideas.
To ask relevant questions and use evidence from scientific enquires to answer them and support findings
To gather, record, classify and present data in a variety of ways to help in answering questions.
To use results to draw simple conclusions and to make new predictions.

Languages objectives: French

To learn the key phonics vowel words
To Learn basic greetings and giving your name
To understand and recall orally the numbers 1-12
To practise all new phonics sounds
To ask how old someone is and give own age.
To learn classroom instructions

Art objectives:

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Computing objectives:

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

RE objectives:

Pentecost



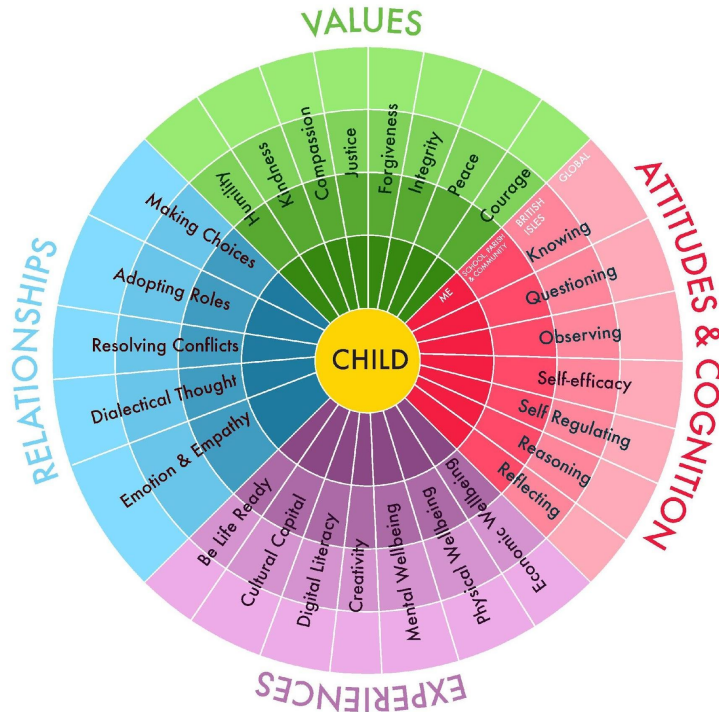
Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit. **Area of Study 2:** What is the Church? One and holy, Catholic, Apostolic, Mission. **Area of Study 3:** Liturgy, prayer. **Area of Study 4:** The dignity of the human person, the human community, love of God, love of neighbour

Reconciliation

Area of Study 1: Knowing and loving God, the Trinity, Jesus Christ, Son of God, the Holy Spirit. **Area of Study 2:** What is the Church? One and holy, Catholic. **Area of Study 3:** Liturgy, Sacraments, Reconciliation, prayer. **Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour

Design Technology objectives:

Not covered in this topic

<p>Year group: 3</p> <p>Term: Summer 1</p>	<p>Topic: Heroes and Villains</p> <p>Who do you admire the most?</p> <p>Music led topic</p>	<p>Kernow Cluster Topic Overview Sheet</p> <p>Skills</p>	 
<p>Links to previous topics:</p> <p>Do you want to be friends? - Reception</p> <p>Superheroes – Year 1</p> <p>Movers and Shakers – Year 2</p>	<p>Links to future topics:</p> <p>Playlist – Year 4</p>		
<p>PSHE:</p>	<p>Maths skills:</p> <p>Fractions – Count up and down in 10th and find 1/10 of a quantity. Add and subtract fractions with the same denominator within one whole. Recognise and use fractions as numbers, unit fractions and non-unit fractions with small denominators. Recognise and show using diagrams equivalent fractions with small denominators.</p>	<p>Set homework:</p> <p>Weekly spellings</p> <p>TTRS</p> <p>Reading</p> <p>IXL</p>	<p>Opportunities for home learning / cultural capital:</p> <p>Pre-knowledge home learning tasks</p>
<p>History skills:</p> <p>Not covered in this topic</p>	<p>PE skills:</p> <p>Striking and fielding: Use, with increasing accuracy, under arm and over arm throwing and hitting skills. Track, intercept, stop and catch balls and beanbags with consistency. Track balls or other equipment sent to them and anticipate where it is going. Choose a skill that suits the needs of the game and outwits their opponents. Describe simple tactics and skills they can use in games. Become familiar with and begin to apply rules consistently and fairly</p> <p>Athletics: Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency. Make up and repeat a short sequence of linked jumps. Take part in an athletic event, e.g. a relay activity.</p> <p><i>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets</i></p>	<p>English skills: Explanation</p> <p>Rhyme, alliteration, verbs (power of three), time adverbial, simile, rhetorical questions, dialogue, repetition for effect, subjunctive form, sights/determiner, pathetic fallacy, relative clause (action), short sentences, metaphor, prepositions, adjectives (final position), show-not-tell sentences and questions, touch, conjunction, taste, conjunction and past progressive tense, conclusion</p>	
<p>Geography skills:</p> <p>Not covered in this topic</p>	<p>Music skills:</p> <p>Sing with increasing expression. Explore ways in which sounds can be combined and used expressively. Perform with control of pulse and awareness of what others are playing.</p> <p>Improvise repeated patterns and create layers of sounds. Recognise how musical elements are combined and used expressively. Represent sounds and musical direction with symbols to create a simple score. Talk about the impact of changes made to improve work.</p> <p>Compare and contrast sounds according to pitch. Use simple musical vocabulary to describe both sounds and the way they are produced.</p>	<p>Science skills:</p> <p>Respond to suggestions of how to answer questions about the world around the and ask effective and relevant questions.</p> <p>Discuss the most appropriate type of scientific enquiry to use to answer questions.</p> <p>Record data using a range of charts, tables and block graphs and labelled diagrams.</p> <p>Begin to look for patterns and decide what data to collect to identify them.</p> <p>Talk about data collected from observations and measurements using drawings, labelled diagrams, notes, simple, tables and keys, standard units and simple equipment including data loggers.</p>	<p>Languages skills:</p> <ul style="list-style-type: none"> Recall and use simple words and phrases Listen to and repeat an increasing range of words and phrases. Write simple phrases. Begin to describe people and objects
<p>Art skills:</p> <p>a experiment with showing line, tone and texture with different hardness of pencils;</p> <p>b use shading to show light and shadow effects;</p> <p>c use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>d show an awareness of space when drawing;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Computing skills:</p> <p>Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.</p>	<p>RE skills:</p> <p>I can make links between beliefs and sources, including religious stories and sacred texts.</p> <p>I can identify the impact religion has on believers’ lives.</p> <p>I can make links between aspects of my own and others’ experiences.</p> <p>I can ask important questions about religion and beliefs, I can make links between my own and others’ responses.</p>	<p>Design Technology skills:</p> <p>Not covered in this topic.</p>