



## Year 3 Summer term

### We are Scientists

During the summer term we will be transforming into scientists, and exploring: rocks, soil and fossils; light and dark; and magnetism. This will give the children the opportunity to immerse themselves in the world of science, and conduct a range of experiments to better understand the world around them. During the second half of the term we will be concentrating on wellbeing, and enabling the children to develop a greater understanding of the personal, social and mental wellbeing. They will have the chance to meet an author of the book called 'My Magical Garden', learn about the faith of Buddhism and discover a range of strategies to help them with their own wellbeing.

#### Science

##### Rocks, fossils and soils

- I can examine and describe different specimens of rock
- I can classify rocks according to their appearance
- I can compare and group rocks based on their properties
- I can name some of the most common rocks
- I can investigate the properties of igneous and sedimentary rocks
- I can carry out simple tests on rocks, recording results and drawing conclusions
- I can describe in simple terms how igneous, sedimentary and metamorphic rocks are formed
- I can investigate the composition of soil
- I can use the investigation to come up with a model of how soil is formed
- I can describe how fossils are formed
- I can explain how fossils help us learn about life millions of years ago
- I can use fossil pictures to draw conclusions about dinosaurs

#### Science

##### Light and Shadows

- I can explain how some objects produce light energy and that these called are light sources.
- I can explain how some surfaces reflect light
- I can distinguish between light sources and objects that reflect light
- I can explain why the sun is a light source but the Moon is not
- I can recognise that eyes need light in order to see things and that dark is the absence of light
- I can recognise how to protect my eyesight, including protection from sun damage
- I can use the terms transparent, translucent and opaque
- I can set up a simple comparative and fair test
- I can record findings using simple scientific language, bar charts and tables and use these to draw conclusions
- I can explain how shadows are formed
- I can explain what determines the length of shadows

#### Science

##### Forces

- I can identify forces as pushes, pulls or twists
- I can explain that a force can change the speed, direction or shape of an object
- I can explain that force is measured using a force meter and that the units of measurement are Newtons
- I can recognise that many forces require contact between them for the force to take effect

#### Design and Technology (STEM week)

- I can name the 5 parts of a carriage
- I can design a carriage based on the research I have completed
- I can create a prototype based on my design brief
- I can evaluate my prototype and edit my design
- Using my prototype I can make my carriage
- I can carry out tests on my carriage using the design brief
- I can use equipment safely
- I can evaluate my carriage against the design brief
- I can explore products and evaluate their effectiveness
- I can research and design an interesting, useful and appealing product aimed at certain people/groups



# Year 3 Summer term

## We are Scientists

### Art and design

- I can use a wax resist method to create a painted piece of work
- I can develop skills using colouring pencils and blend to make new colours.
- I can use oil pastels and begin to blend the colours into each other using my fingers.
- I can make a simple positive image printing block and print using a single colour
- I can make my own version of an amber fossil
- I can make a Northern Lights composition

### Computing

- I can take, upload and insert a picture of my carriage
- I can resize my picture if necessary
- I can create a simple survey
- I understand when to use a closed or open question within my survey
- I can use software (google forms) to collect, analyse, evaluate and present data and information
- I can plan simple sequences with algorithms (beebots/probots)
- I can use logical reasoning to predict errors

### Drama

- I can, with guidance, create a convincing character through my use of facial expression, voice and body posture
- I can participate in performance, role play and improvisations and am growing in confidence when utilising dramatic elements such as freeze-frame and a drama circle.
- I can, with support, use spoken language to develop understanding through imagining and exploring ideas

### Dance

- I can recognise different styles of English Country Dancing.
- I can, when prompted, think about what is coming next in the dance phrase so I am ready
- I can, with a little support, link and repeat movements in numerous simple dances
- I can generally identify different choreographed movements and remember their order
- I can maintain a specific rhythm, most of the time
- I can move using a skip and gallop and I understand and can demonstrate different hand holds
- I can dance the Cumberland Reel dance and think about ways of moving in time with my partner.
- I can be aware of space and how I move in it and I can, with support, work cooperatively.

### Languages

- I can name and recognise some food or drink words.
- I can say if I like something.
- I can say if I do not like something.
- I can name and recognise some classroom objects.
- I can use and repeat basic commands and questions.
- I can copy or write simple phrases and words.

### British Values

- I can talk about respect and what this means
- I can talk about tolerance and what this means.
- I can talk about courage and what this means