

## Year 3 Curriculum Outline Spring 2022

All subjects will be taught discretely, making links to other areas of learning where appropriate.  
These links will be to prior learning and to other subject areas to give knowledge meaning and context.

### Science – Magnets and Forces

Exploring the ways forces act on a range of everyday objects, comparing movement of vehicles and conducting a fair test.  
Classifying forces as a variety of pushes and pulls.  
Recording data and using it to create a bar graph of the amount of force needed to pull different weights.  
Investigating magnetism and magnetic materials.  
Using their understanding of magnetism to create their own magnetic toys and games.

### History – The Stone Age

Understanding of chronology  
When was the Stone Age (Neolithic and Palaeolithic)  
How archaeologists know about the stone Age – cave paintings  
How Stone Age man lived and what he ate  
Skara Brae and Stonehenge

### Computing – code.org

Coding – how to program and how to solve programming issues  
Safe and responsible use of the Internet  
We will continue to use Teams to access homework and spellings to keep their skills fresh

### Art - Sculpture

- Sketchbooks to review and revisit.
- Research Barbara Hepworth
- Create their own sculpture in the style of Barbara Hepworth using clay

### How can you help?

- Ask your child about their learning in school.
- Be aware of what your child is accessing online.
- Help your child to research their science and History topics using the internet and non-fiction texts.
- Read with your child and complete their reading record. Help your child learn their tables and access TT Rockstars.

### French – consolidating our existing French knowledge

Classroom instructions  
Where we live, houses and rooms.  
We will continue to practise our skills of reading, writing, listening and speaking

### PE

- Dance - Led by Legacy Sport
- Sporting Age – improving agility, balance, coordination and stamina.

### PSHE – Dreams & Goals

- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group
- Celebrating contributions
- Resilience
- Positive attitudes

### Music

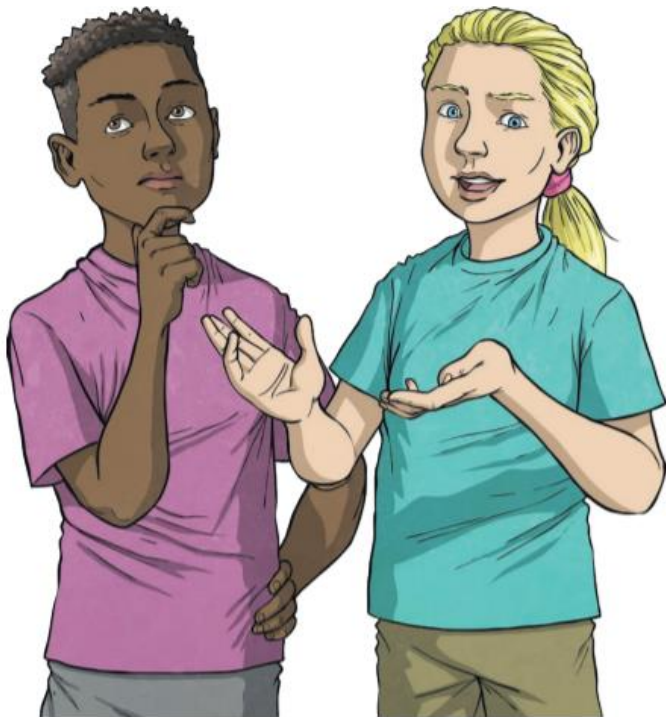
On-going Ukulele Lessons every Tuesday afternoon. Please remember to bring your instrument. We will also spend time playing rhythm games and singing to develop our skills in these areas.

### RE –People of God

- Noah's ark
- Key question - 'What was it like for Noah and his family to follow God?'

### Key Vocabulary

<b>forces</b>	Pushes or pulls.
<b>friction</b>	A <b>force</b> that acts between two <b>surfaces</b> or objects that are moving, or trying to move, across each other.
<b>surface</b>	The top layer of something.



To look at all the planning resources linked to the Forces and Magnets unit, [click here](#).

### Key Knowledge

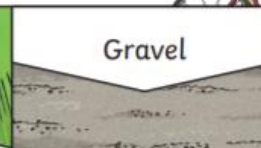
Different **surfaces** create different amounts of **friction**. The amount of **friction** created by an object moving over a **surface** depends on the roughness of the **surface** and the object, and the **force** between them.

The driving **force** pushes the bicycle, making it move.

**Friction** pushes on the bicycle, slowing it down.



Grass



Gravel



Sand



Road

### Pushes



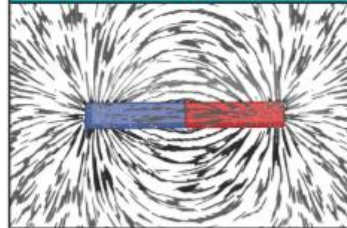
### Pulls



**Forces** will change the motion of an object. They will either make it start to move, speed up, slow it down or even make it stop.

Key Vocabulary	
<b>magnet</b>	An object which produces a <b>magnetic force</b> that pulls certain objects towards it.
<b>magnetic</b>	Objects which are <b>attracted</b> to a <b>magnet</b> are <b>magnetic</b> . Objects containing iron, nickel or cobalt metals are <b>magnetic</b> .
<b>magnetic field</b>	The area around a <b>magnet</b> where there is a <b>magnetic force</b> which will pull <b>magnetic</b> objects towards the <b>magnet</b> .
<b>poles</b>	North and south <b>poles</b> are found at different ends of a <b>magnet</b> .
<b>repel</b>	<b>Repulsion</b> is a <b>force</b> that pushes objects away. For example, when a north <b>pole</b> is placed near the north <b>pole</b> of another <b>magnet</b> , the two <b>poles repel</b> (push away from each other).
<b>attract</b>	<b>Attraction</b> is a <b>force</b> that pulls objects together. For example, when a north <b>pole</b> is placed near the south <b>pole</b> of another <b>magnet</b> , the two <b>poles attract</b> (pull together).

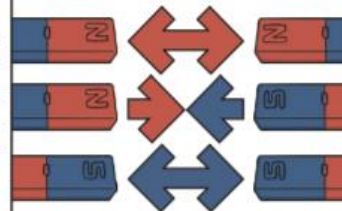
### Key Knowledge



Like **poles repel**.  
Opposite **poles attract**.



A **magnetic field** is invisible. You can see the **magnetic field** here though. This is what happens when iron filings are placed on top of a piece of paper with a **magnet** underneath.



The needle in a compass is a **magnet**. A compass always points north-south on Earth.

### Magnetic ✓







These objects contain iron, nickel or cobalt. Not all metals are **magnetic**.

### Non-magnetic ✗



These objects do not contain iron, nickel or cobalt.

# Stone Age KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
archaeologists	People who discover our history by looking at artefacts that have been found.		 
artefact	An object made by human beings, usually with historical or cultural interest.		
Neolithic	The later part of the Stone Age and following the Palaeolithic and Mesolithic Age.		Important
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.	<b>Sticky Knowledge about the Stone-age period</b> <ul style="list-style-type: none"><li>❑ The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe.</li><li>❑ The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</li><li>❑ The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</li></ul>	<b>Skara Brae</b> The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.		<b>Stonehenge</b> A famous Stone Age monument in Wiltshire.
tribal	Groups of people who live together.		
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.		
shelter	A house where Stone Age people would have lived.		
civilization	When people live in a large society with a shared culture and rules.		
settlement	A place where there were several Stone Age shelters, like a small village.		
prey	An animal that is hunted for its food.	<ul style="list-style-type: none"><li>❑ During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</li><li>❑ During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</li></ul>	