

GEOGRAPHY

Geographical Enquiry

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.
- Make links between human geography in the local area and physical features.

Human Geography

- Explain why their locality has certain human features.
- Understand how local places change over time.
- Compare and contrast a village (Nafferton), a town (Driffield) and a city (Hull.)
- Describe key aspects of the distribution of food as a natural resource, and land use patterns in the local area.

Physical geography

- Describe the physical landscape of the local area.

Geographical Knowledge

- Understand that Britain is known as 'temperate' and has certain vegetation according to this climate.
- Name the counties around the local area.

HISTORY-To investigate and interpret the past of Nafferton and the local area.

Historical enquiry

- Use various sources of evidence to answer questions.
- Use their 'information finding' skills in writing to help them write about historical information.
- Describe changes that have happened in the locality of the school throughout history.

Design and Technology - Torches

Developing, planning and communicating ideas.

- Show that their design meets a range of requirements.
- Put together a step-by-step plan which shows the order and also what equipment and tools they need.
- Describe their design using an accurately labelled sketch and words.
- How realistic is their plan.

Electrical and mechanical components

- Select the most appropriate tools and techniques to use for a given task.
- Make a product which uses both electrical and mechanical components.
- Use a simple circuit.
- Use a number of components.

Stiff and flexible sheet materials

- Use the most appropriate materials.
- Work accurately to make cuts and holes.
- Join materials.

Evaluating processes and products.

- Say what they changed which made their design even better.

WHERE WE LIVE Year 3

SCIENCE

- Observe that magnetic forces can be transmitted without direct contact.
- Talk about how some magnets attract or repel each other
- Classify which materials are attracted to magnets.
- Describe the speed and direction of moving objects.
- Explain the difference between transparent, translucent and opaque.
- 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 a shadow changes.
- Notice that light from the sun can be dangerous and ways to protect their eyes.
- Notice that light is reflected from surfaces.
- Know that we need light to see things and dark is an absence of light.

ICT

- Capture images with a camera.
- Print out a photograph from a camera with help.
- Enter information into a template to make a graph.
- Talk about the results shown on a graph.
- Recognise what an email address looks like.
- Contribute to the sending of a class email.
- Use the @ key to type an email address.
- Word process my ideas using a keyboard.
- Use the space bar, back space, enter, shift and arrow keys.
- Print a name from the internet

ART – Knowledge, Skills & Understanding. Light & shadow/Puppet sewing/outdoor.

- Use different grades of pencil shade to show different tones & texture.
- Work with life sized materials.
- Create pop ups.
- Use more than 1 type of stitch.
- Join fabric together to form a puppet.
- Use sewing to add detail to a piece of work.
- Use the printed images taken with a digital camera and combine them with other media to produce art work.

MFL

Say/write:

- Days of the week.
- Months of the year.
- When is your birthday?
- What is the date today?

Including:

- Improve pronunciation
- Children to write key words
- Appreciate songs and rhymes in French

RE - Encounters

- Name a place of worship and say who worships there.
- Explain what happens in an act of worship.
- Reflect on a ritual I have observed and its impact on the believer.
- Talk about the leader's role in worship rituals and the symbols they wear/use.
- Say how participating in rituals gives believers a sense of belonging.