

## Understanding the World- Science

- Compare how some things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles (*like and unlike poles*).
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.



# Year 3 The Iron Man Spring 2



### Stimulus: The Iron Man

Visit/Visitors: Museum artefact loan

End of Unit Celebration: Year 3 science fair

### Local/National/Global Links:

Local forces in action  
National use of forces:  
Global forces in action

### Expressive Arts and Design- Art

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

## Personal, Social and Emotional Development

### - R.E.

- \*explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week.
- \*discover how the services held in churches during Holy week reflect the sadness and joy.
- \*develop further the pupils' understanding of the concept of salvation.

### Expressive Arts and Design- Music

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music

## RE Modern Foreign Languages – French

- 📌 Identify the meaning of simple words and phrases they hear by matching to an object / picture/ person etc.
- 📌 Say or repeat some familiar words and short simple phrases Year 3.

## Physical Development- PE

- 📌 Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.
- 📌 Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.
- 📌 Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.

## Literacy, communication and language- Computing

- Understand how to plan and write programs that accomplish specific goals.
- Know a range of input devices and how they can be used.
- Know a range of output devices and how they can be used.
- Know the difference between an input and an output.
- Understand that computers can collect data from various inputs.
- Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms.
- Understand how to use logical reasoning to detect errors in programs.
- Understand how to use logical reasoning to correct errors in programs.
- Understand that computers can collect data from various inputs.

## Understanding the World- History/Geography

N/A

📌 Please see links to National Curriculum Maths

📌 Please see links to National Curriculum English.

## **Skerton St Luke's – Curriculum Teams 2018/2019**



### **Understanding The World**

- History, Geography and Science

**Teacher/s:** Mrs Billington, Mrs Patterson and Mrs Heywood

**Teaching Assistant:** Miss Dunkeld and Miss Grime

**Governor:** Sandra Thornberry



### **Literacy, communication and language**

- English, French and Computing

**Teacher/s:** Mrs Goodwin, Miss Garnett and Ms Leong

**Teaching Assistant:** Miss Cokell

**Governor:** Kath Foster



### **Physical Development**

- Physical Education

**Teacher/s:** Miss Garnett

**HLTA/Teaching Assistant:** Miss Baldock, Mr Parkinson

**Governor:** Steve Hunt



### **Expressive Arts and Design**

- Art, Design Technology and Music

**Teacher/s:** Ms Leong, Miss Butler and Miss Thompson

**Teaching Assistant:** Mrs Pace and Ms Mullineux

**Governor:** Helen Smith



### **Personal, Social and Emotional Development**

- PSHE, P4C and RE

**Teacher/s:** Mrs Patterson, Mrs Billington and Miss Butler

**Teaching Assistant:** Miss Stephenson and Miss Lund

**Governor:** Maxine Kneeshaw



### **Inclusion**

- SEN, AGT, PPG and Pupil Progress

**Teacher/s:** Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

**Teaching Assistant:** Mrs Holroyd

**Governor:** Lucy Ellis



### **Mathematics**

- Maths

**Teacher/s:** Mrs Patterson

**Teaching Assistant:** Mrs Plevy

**Governor:** Marcus Harding

