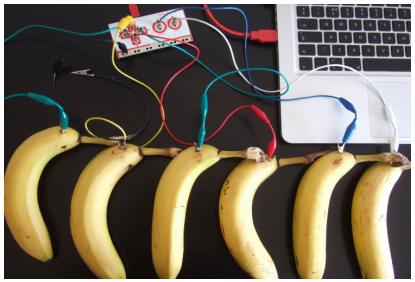
YEAR 3 CURRICULUM
SPRING TERM

‘MAKING A BANANA KEYBOARD’



Longhill Primary School Year 3 Spring Curriculum

Theme – Make a Banana Keyboard

Driving the Theme:

Design and Technology
As designers we will learn about control.
Programmes of Study
Design
• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, and diagrams, pattern pieces and computer aided design.
Make
• Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.
Evaluate
• 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.

Technical Knowledge

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.

IT

We will experiment with a piece of equipment called the Makey Makey kit which enables us to control computers using everyday objects. We will apply our knowledge of conductors to see how this can be of practical use in controlling a device.
We will make a banana keyboard. By connecting wires to the bananas and then to the Makey Makey, it is possible to create a tune on the computer.
We will also make a games controller from Play Doh, make an alphabet spaghetti keyboard and water piano.
When we have learned about the possibilities for controlling devices we will be set a challenge to see who can come up with the most interesting or most useful device.

Writing	Reading	SPaG
Explanations Persuasion	One Spies session followed by two Mini Missions a week. **Domains for SPIES** **S**- Share the mission: objective for the lesson **P**- Prove the text - 2a: Give and explain the meaning of words in context. **I**- Investigate Further- 2b: Retrieving and recording answers from text. **E**- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text. **S**- Looking at other domains: Eg 2c- summarise main ideas 2e- Predict what might happen from detail and implied 2f- Identify and explain how information/narrative content is related and contributes to meaning as whole. 2h- Make comparisons within the text 2g- Identify/ explain how meaning is enhanced through choice of words/phrases. **Mini Mission** Both mini missions will focus on the same domain selected form the last **S section** of SPIE**S**. One of the mini missions will be completed during a reading session and the other one will be done during continue provision.	Formation of nouns using a range of prefixes. Use of the forms a or an Words families based on common words. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material. Use of the present perfect form of verbs. Introduction to inverted commas to punctuate direct speech. Headings and sub headings to aid presentation.

	<u>Big Read Texts</u> The 13 storey Treehouse	

Science

Working Scientifically

In years 3 and 4 pupils should be

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and taking accurate measurement using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Spring 1

Forces and Magnets

- To know how things move on different surfaces.
- To know that some forces need contact between two objects, but magnetic forces act at a distance.
- To know how magnetics attract or repel each other and attract some materials and not others.
- To know that everyday materials can be compared and grouped on the basis of whether they are attracted to a magnet and identify some magnetic materials.
- To know magnets have two poles.
- To know whether two magnets will attract or repel each other depending on which poles are facing.

Spring 2

Light

- To know that light is needed in order to see things and that dark is the absence of light.
- To know that light is reflected from surfaces.

- To know that light from the sun can be dangerous and that there are ways to protect their eyes.
- To know that shadows are formed when the light sources is blocked by a solid object.
- To know that there are patterns in the way that the size of shadows change.

Art	Music
<u>Spring 1</u> <u>Collage</u> Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea Spring 2 Textiles Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons Can weave in a simple loom and build constructed textile surfaces	Pupils should be taught 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 • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <u>Charanga</u> Three Little Birds The Dragon Song <u>Continuous Provision</u> **Transitions –** Use music for transitions throughout between activities. **Story telling –** Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems. **Warm ups –** E. g. PE **Calm Sessions –** E.g. after break times. <u>Longitudinal Learning</u> <u>Every good Boy Deserves Football</u>

	In this ongoing challenge pupils become familiar with the musical stave, acronyms to remember and place notes on the musical stave and the name and durations of some musical symbols.

Modern Foreign Languages

1. Combien de biscuits – Numbers 1-10
2. J'ai six ans – Asking and saying your age

History

Continuous Provision

Take a picture. Link this to technology. The children have this as an ongoing challenge. They take the picture and ask historical questions. They may then follow up their questions by finding out information to share with the rest of the class.
E.g. use a picture of an old telephone or a fax machine.

PE	RE	PSHCE- Jigsaw
The PE HUB Spring 1 Gymnastics • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring • Identify similarities and differences in sequences • Develop body management over a range of floor exercises • Attempt to bring explosive moves into floor work through jumps and leaps • Show increasing flexibility in shapes and balances Netball • To be able to perform basic netball skills such as passing and catching using recognised throws	Discover RE Spring 1 Theme Jesus' miracles **Concept:** Incarnation **Key Question:** Could Jesus really heal people? Were these miracles or is there some other explanation? **Religion:** Christianity Spring 2 Theme Easter - Forgiveness **Concept:** Salvation **Key Question:** What is "good" about Good Friday? **Religion:** Christianity	Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I am motivated and enthusiastic about achieving our new challenge. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time. Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.

• To use space efficiently to build attacking play • To implement the basic rules of netball <u>Spring 2</u> <u>Netball</u> • To be able to perform basic netball skills such as passing and catching using recognised throws • To use space efficiently to build attacking play • To implement the basic rules of netball <u>Cricket</u> • To be able to adhere to some of the basic rules of cricket • To develop a range of skills to use in isolation and a competitive context • To use basic skills with more consistency including striking a bowled ball		I can identify when something feels safe or unsafe. I understand how complex my body is and how important it is to take care of it.

Computer Science

Andrews Online: Computing curriculum: How do Computers work? (https://mrandrewsonline.co.uk/how_do_computers_work/)

Information Technology

- Create a presentation with slides with animations and transition effects.

Computer Science

- Identify the uses of technology beyond school and discuss the reasons why they are helpful (e.g. robots and simulations).
- Understand how a computer stores data.
- Understand the main hardware components of a computer system.
- Understand how the internet works, including how it is structured and data travels along.

Digital Literacy

- Use search engines effectively and narrow search results down.
- Analyse information and have ways to check its credibility.
- Be sceptical of things I find online such as fauxtography.

Speak to Charlotte about using a Makey-Makey kit with Scratch.

Try New Things

Continuous Provision

Make an Electro magnet