

**Year group: 3 Term: Summer 1<sup>st</sup> half**

**Focus Subject: History**

## **BIG Question: How was life different in WW2?**

1st half term

Enable  
Support

Prepare

Nurture



### **Key Vocabulary:**

World War 2, Blitz, homefront, rationing, soldier, armed forces, evacuated, evacuee, Anderson shelter.

### **Relationships and Health Education:**

Unit 3 – Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Daffa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.



### **RE: as theologians, we will learn about:**

- Pentecost – Serving
- Learning focus 1: The Ascension: Jesus goes back to his Father and promises to send the Holy Spirit.
- Learning focus 2: The coming of the Holy Spirit.
- Learning focus 3: The coming of the Holy Spirit.
- Learning focus 4: The Church celebrates Pentecost.
- Learning focus 5: The Holy Spirit energises us.
- Learning focus 6: The gifts of the Holy Spirit.

### **Art: As artists, we will:**

- improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

### **Practise at Home:**

Timetables Rockstars  
IXL  
Homework Grid

### **As Musicians, we will:**

Follow charanga – The Dragon song. A song about kindness, respect, friendship, acceptance and happiness.

### **Science: As scientists, we will:**

- describe the simple functions of the basic parts of the digestive system in humans
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

### **PE: As athletes, we will:**

Learn how to:  
Bat and score more runs in cricket, bat against a moving ball, bowl and take wickets in cricket, bowl and take wickets in a game of cricket, score runs in a game of cricket and play in a cricket competition using the skills as per the pupil challenge.

### **Geography: As geographers, we will:**

### **Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

A visit to Flambards and a VE day party!

### **DT: As designers, we will:**

- Design and make an Anderson shelter using research from our Science lessons.

### **English: As readers and writers, we will:**

- Write a newspaper report on the beginning of the war.
- Write a diary entry from the perspective of an evacuee.



### **MFL: As linguists, we will learn**

Family and friends

### **History: As historians, we will:**

- learn all about what it was like for a child in war time Britain.
- discover stories of evacuees and look at how the war affected children locally.
- find out about the home front and the Blitz, writing diaries and narratives from their research

### **Computing: As programmers, we will learn to:**

Explore the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of **Pen** blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.