DESIGN& TECHNOLOGY

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider en

Cooking and nutrition - Vegetable Dishes
http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=14&sectionId=62&contentId=134

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Children
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

When designing and making, pupils should be taught to:
Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches.
Make
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, accurately.
Select from and use a wider range of materials and components, including ingredients, 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

COMPUTING
Coding

- To design and write a program that accomplishes a specific goal.
- To design and write a program that simulates a physical system.
- To use repetition commands.
- To introduce 'if' statements.
- Debugging.
- To introduce variables.

Online safety sessions based on a relevant topic.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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YEAR 3
SPRING 2

ARTS
Art – Animation (Computing)
- Begin to independently capture, store, retrieve and edit a digital image
- Capture video footage into simple movie editing software.
- Arrange, trim and cut clips to create a short film to convey meaning.
- Import music and stills into video editing software and add to film projects.

Music – Pentatonic tunes
- Recognise and use steps and leaps in pitch
- Play rhythmic patterns and identify strong and weak beats
- Change dynamics gradually
- Change tempo gradually
- Recognise the difference in timbre between wooden, metal and stringed instruments
- Build layers and begin to use melodic accompaniments

Football Skills
- Demonstrate changes of direction, speed & level in competitive environments or during performances
- Use FUNdamentals of movement to employ simple tactics in competitive environment Displays an understanding
- of fair play, respect and working well with others

HUMANITIES
Ancient Civilisations—Main Study, 'Egyptians'
- Various enquiries including;
- Who were the Ancient Egyptians?
- How can we find out about them?
- Why did they settle along the Nile?
- What did they believe in? How did they live?
- How was medicine different?
- Why were the pyramids built?

Tutankhamun and Nefertiti, who were they and what do we know about their lives?
How was life similar/ different as it from Britain at this time?
Using artefacts, timelines, sources and a trip to the Museum.

FRENCH
Playtime
Children will be introduced to vocabulary that will enable pupils to play French- speaking playtime games.
Children will learn:
- Traditional French playtime songs, which has actions to make it more engaging for pupils.
- How to talk about their favourite playground games, and where they like to pay.

By the end children should be able to:
- Pick out familiar works and phrases from a spoken sentence.
- Say and write a few sentences about themselves in the first person from memory.
- Prepare and present some basic instructions for the playground game.
- Recite some verses of a song from memory.
- Use knowledge of French phonics to spell some simple words correctly.
- Express opinion using basic sentences
- Follow and understand the majority of a written text when listening to it out loud.