

# YR3 Spring Severn and Corve



## THEME: Tudors

### Spiritual, Moral, Social and Cultural Development:

#### Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself RSE: Choices and challenges
- Shropshire Respect Yourself Think Good Feel Good: Positive Choices; Emotional thermometer; Visual situation; Treasure Chest; Fortune Cookie; Relaxation.
- Strategies to cope with peer pressure. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

#### In our exploration of faith we will:

- Explore what happens when we die? Focus on Easter - Holy Communion - what does it represent?
- What difference does the resurrection make for Christians?

#### PE:

- Tudor dance
- Invasion games - Basketball
- Tennis skills

#### As historians we will focus on:

##### The Tudors:

- Why did Henry VIII marry six times?
- What were the differences between the lives of rich and poor people in Tudor times?
- Important events e.g. War of the Roses
- Consider Religious beliefs in the Tudor times

#### As geographers we will:

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

#### As designers we will:

- Use our knowledge of electricity to design, make and evaluate a product that responds to a change in the environment (alarm)

#### As artists we will:

- Consider Tudor portraits and use drawing pencils to do observational drawing with shading, hatching and cross hatching for light and dark

#### As musicians we will:

- Explore Tudor music and instruments
- Explore Tudor dance and rhythms - compose our own Pavanne or fanfare

#### As linguists we will:

- Learn about parts of the body and clothing
- Learn about classroom equipment and furniture
- Learn instructions in class
- Learn the alphabet and key phonemes

#### As experts in technology we will:

- Be game developers - Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Develop an understanding of simple electrical control through the designing and making of an alarm system using a variety of switches

#### As Scientists we will focus on:

##### Electricity:

##### Circuits and conductors

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (switches exploration)
- Recognise some common conductors and insulators, and associate metals with being good conductors. (investigate materials which are conductors)
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

**English:** As appropriate for pupil progress - see expectations for year group.

- Information about Henry VIII wives
- Diary entries
- Macbeth - William Shakespeare

#### Numeracy:

As appropriate for pupil progress - see expectations for year group.

