









Art and Design – Sculpture

Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> Augusta Savage is an American sculptor. She fought against racism to create a place for Black women in the world of art. She created The Harp sculpture in 1939. The Harp was made from plaster. She began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Clay is a natural resource made up of a combination of minerals. The main techniques used in sculpting are pinching, slabbing, wedging and coiling. 	<ul style="list-style-type: none"> Discuss Augusta Savages work. Recreate a sculpture using Augusta Savage as inspiration. Use pinching, slabbing, wedging and coiling with playdough or clay. Make my own sculpture. Link my work to the work of Augusta Savage. Evaluate and analyse creative works of my peers. Use clay. Model from direct observation and imagination Begin to experiment with a wider range of materials. Use some artistic/visual vocabulary to discuss work. Present my work in a variety of ways. 	<ul style="list-style-type: none"> Talking about and observing the work of Antony Gormley and other sculptors e.g. Andy Goldsworthy (ice sculptures). Looking carefully at an image and using it to create a model. Creating my own clay tile inspired by ice sculptures and Antony Gormley. Use slabbing and joining to make my sculpture. Describing the similarities and differences between different sculptors work. Linking my own work to the work of Antony Gormley and Andy Goldsworthy. Sharing my ideas and experience through sculpture.
Vocabulary:	Images:	
<p>Sculpture: forming solid objects to make 3D models</p> <p>Sculptor: an artist who makes sculptures</p> <p>Clay: a malleable material used and moulded by sculptors</p> <p>Malleable: to be hammered or pressed into shape without breaking or cracking</p> <p>Pinching: using your finger and thumb to press and shape the clay</p> <p>Slabbing: rolling out slabs of clay and cutting out pieces and attaching them together</p> <p>Joining: scoring the edge and adding slip to join them together</p> <p>Wedging: is another way of removing all the air bubbles from the lump of clay</p> <p>Coiling: involves the rolling out of clay into a long thin sausage-like form that is wound round like a spring</p>	  	

Enquiry Organiser LKS2 Year 3


Summer 1A



Geography - Norfolk and East Anglia [UK]		
Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Coastlines are shaped by the sea, the air and the land. Waves are important in shaping the coastline. Coastal erosion is caused by waves and wind. Eroded materials get moved by the sea. Groynes are walls built from the land into the sea to reduce the amount of transported material. Coastal landforms can be different. E.g bay and cliffs Beaches can be different e.g sand and shingle A seaside is a settlement beside the sea. Seasides may have a pier and other amusements and places to eat. Hunstanton is a popular seaside town in Norfolk in East Anglia. Hunstanton is a market town. The town once had a Victorian pleasure pier, with a pavilion and miniature steam railway. Hunstanton has a variety of facilities to encourage tourists e.g Sealife Centre, amusement arcade, hotels, golf course, theatre and a seal sanctuary Hunstanton has a lighthouse, which is now a hotel. A tourist is someone who visits an area which is not where they live. Tourists spend money to create an income for people who live in the area e.g eating at restaurants, visiting museums. Jobs in the tourist industry include hotel owner, coach driver, shop assistant. Hunstanton coast is located on the Wash. Hunstanton cliffs are made from layers of chalk and limestone. Hunstanton has some coastal erosion. Hunstanton has groynes. Hunstanton has a variable climate with a warm summer season. 	<ul style="list-style-type: none"> Give my own views about locations and explain why. E.g why seaside's are ideal for tourists Understand geographical similarities and differences through the study of human and physical geography of a region of the UK [Hunstanton]. Use aerial photographs and plans to identify features e.g. Identify coastal regions Ask and respond to geographical questions about their environment and the countries studied. E.g. Are all beaches in Hunstanton the same? Use Ordnance Survey maps to identify how the UK can be split into a square on a the grid and identify Hunstanton and Huntingdon. analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary identify topographical features of the United Kingdom including coast, features of erosion, hills, cliffs, landmarks, tourism. 	<ul style="list-style-type: none"> The capital cities of the UK [London, Edinburgh, Cardiff, and Belfast]. Observing and collecting information and data from, photos and aerial images, diagrams, globes, atlases and maps. Using aerial photographs and plans to identify several features e.g. rivers, lakes, mountains, hills. Communicating geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs, using appropriate geographical vocabulary. Making observations using a range of sources to compare e.g. climate. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK [Huntingdon]. To ask and respond to geographical questions about their environment and the countries studied. Gather data to find out about the local area. Towns are bigger than a village and will have more facilities, Market towns holds a weekly market. Huntingdon is located in an agricultural area and is a market town.
Vocabulary:	Images:	
<p>Coastline: narrow stretch of land between land and sea.</p> <p>Erosion: wearing away of land and rock</p> <p>Bay: a part of a sea or a lake that cuts into a coastline and partly surrounded by land</p> <p>Cliff: a high steep face of rock or earth usually found on a coastline</p> <p>Sand: tiny loose grains of ground rock found on beaches and deserts.</p> <p>Transported: to carry from one place to another</p> <p>Shingle: a mass of small round pebbles on a sea shore</p> <p>Tourist: a person who visits somewhere different to where they live</p> <p>Groynes are walls built from the land into the sea</p> <p>sand dunes: an build up of sand grains shaped into a mound by the wind</p> <p>lighthouse: a tower with a flashing light for warning ships about danger</p> <p>pier: a long flat structure built from the land over the water</p>	  	



Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



Computing – Online Safety		
Knowledge I know...	Skills I can...	Links back to I remember... [KS1]
<ul style="list-style-type: none"> Know different ways in which people can represent themselves online. Know ways in which people can change their identity online when gaming, using an avatar and on social media. Know that the principles of sharing online is the same as sharing offline e.g. sharing images and videos. Know what 'personal' information is. Know that I must always ask before I share information about others online. Know what criteria have to be met before something is a 'fact'. Know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable. Know that smart devices often collect and share personal information and other information about people. 	<ul style="list-style-type: none"> Explain what is meant by the term 'identity' Explain ways in which and why I might change my identity depending on what I am doing online. Explain the importance of giving permission before sharing things online. Explain the importance of gaining permission before sharing things online. Name three different places of people that I can go to if I am unsure if information is safe to share. Explain the difference between a 'belief', an 'opinion' and a 'fact'. Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Explain how to evaluate evidence to determine its credibility. Identify how to get help from a trusted adult if needed. Explain why some online activities have age restrictions. Explain how children can be pressured into watching or doing something online. 	<ul style="list-style-type: none"> that people can choose different pictures online to what they look like in real life [Y2]. why someone might want to change their appearance online [Y2]. ways in which people might make themselves look different online [Y2]. the word consent and give examples when they might ask for permission [Y2]. examples of when they might need to ask for help if something happens online without their consent [Y2]. examples of where to find support and who they might ask if they are unsure [Y2]. how to find information online [Y2]. finding information online that is older than I am [Y2]. that my information can stay online for a very long time [Y2]. explaining what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri) [Y2]. explaining the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' [Y2]. explaining why some information I find online may not be true [Y2]. recounting rules, guidance or conversations around their own use of technology that are important [Y2]. Identifying a range of simple health/ well-being issues on which technology can impact [Y2]. explaining they can reduce the impact of these issues when using technology [Y2]. Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor [Y2]. describing the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message) [Y2]. Identify the appropriate types of content that can be shared online and suggest ways to protect this [Y2].
Vocabulary: Identity: Who a person is, or the qualities of a person or group that make them different from [or similar to] others Online: connected to the internet using a digital device. Information: data put into a context that provides meaning. Data: A letter, word, number etc. that has been collected for a purpose, but stored without context. Internet: the global system of interconnected computers. Permission: the act of allowing or authorising someone to do something. Sharing: the process of uploading, storing, and accessing files through the internet, enabling users to share or view information with others regardless of their physical location. Fact: something that is true, backed up by evidence or proof. Belief: what someone believes or an acceptance that something exists or is true, without proof. Opinion: how you feel, a view you may have or a judgment you have formed, that may be different to the opinion of other people. Not necessarily based on fact or knowledge. Credible: capable of being believed or trustworthy Consent: giving or being given permission to do something. Smart devices: a digital device that can collect and share personal information and other information about people. digital assistant: an advanced computer program that can process simple tasks and answer question from the user.		Images: 



Anglo Saxons & Scots & Vikings [Life in Britain]

<div>Knowledge I know...</div> <ul style="list-style-type: none">Romans left Briton in 410AD.Once the Roman's left, Britons were unable to fend off any invaders.The Scots were a constant threat and invaded Britain because they wanted more farming land.The Anglo Saxons, Vikings and Scots invaded Britain because the Roman's left.The Anglo Saxons invaded Britain because they lived in a place that was cold and often flooded.The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat.The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons.The Anglo-Saxons only invaded Britain.In 600AD there were five important Anglo Saxon kingdoms: East Anglia, Kent, Mercia, Northumbria, Wessex.The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it.Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land.The Vikings invaded Britain because they didn't have enough wealth to share with their sons.The Vikings invaded Britain because it was warmer and had better land.The Vikings travelled and invaded lots of places.The Vikings were one tribe.The Vikings travelled in longboats and first arrived in Britain around 787AD.The Vikings raided places for expensive items to trade e.g. gold and jewels.The Vikings and Anglo Saxons fought many battles in Britain.By 878AD there was just one kingdom left [Wessex] as the others had been overrun by the Vikings.The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different.Anglo Saxon punishments included paying a fine called wergild.Anglo Saxon punishments were very brutal and would be carried out in public e.g. whipping.Viking laws were not written down but passed on by word of mouth.Viking punishments could include fines or fighting.	<div>Skills I can...</div> <ul style="list-style-type: none">Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).Comment on a range of possible reasons for differences in a number of accounts.Draw together information from an increasing range of sources.Use sources of information to make statements or judgements.Show awareness and understanding visually, orally and in writing.Use a wider range of vocabulary when showing awareness.Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time.Recognise differences between ways of life in the past.Make valid statements about the main things that stayed the same and the changes occurring within topics.Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.Understand how sources can be used to answer a range of historical questions.	<div>Links back to I remember... [Y2]</div> <ul style="list-style-type: none">Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.The Stone Age was approximately 3000BC.The Iron Age was 800 to 43AD in Britain.Anglo Saxons and Danes conquered Huntingdon between 900-1000AD.Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.Use sources of information to make statements or judgements.Show awareness and understanding visually, orally and in writing.Use a wider range of vocabulary when showing awareness.Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time.
<div>Vocabulary:</div> <p>Migration: movement of people from one place to another.</p> <p>Conquered: to take control of an area or country by force.</p> <p>Settlement: a place where people make their homes.</p> <p>Archaeologist: a person who studies places and objects from the past.</p> <p>Raid: a surprise attack.</p> <p>Roman: people founded in mainland Europe within the area now known as Italy</p> <p>Monastery: a place where monks live.</p> <p>Runes: scripture or writing carved using tools, into stone, bone, wood and metal.</p> <p>Longboats: a type of Viking warship.</p> <p>Invade: to enter and occupy land.</p> <p>Kingdom: an area ruled by a king.</p> <p>Outlawed: having all property taken away and no longer being able to live in the community.</p> <p>Wergild: a payment system used to settle disputes between a criminal and the victim or their family.</p> <p>Wealth: amount of money and possessions someone has.</p> <p>Trade: buying and selling things.</p> <p>Fines: a punishment in which a person is ordered to pay a sum of money because they have done something wrong.</p> <p>Battle: a fight between two opposing sides.</p>	<div>Images:</div> <div></div>	



Science – Light: Shadows & Reflections

<p>Knowledge I know...</p> <ul style="list-style-type: none">• Light is a type of energy that travels in wave form from a light source.• A wave of light can only travel in a straight line.• A light source is something that gives light, like the sun, fire or a light bulb.• Some light sources can be turned on and off with a switch, like the light from a TV or torch.• Some animals, such as fireflies and glow-worms, are light sources. Lights that are caused by chemical reactions are much less common. This happens when different chemicals react and light is a product of that reaction e.g. glow sticks and fire flies.• Reflection is when light bounces off an object.• The difference between reflective and non reflective materials.• Dark is the absence of light.• Daytime is when you can see the sun from where you are, and its light and heat can reach you.• Night is when the sun is on the other side of the Earth, and its light and heat can't reach you.• We get day and night because the Earth spins on an imaginary line called its axis and different parts of the planet are facing towards the Sun or away from it.• Transparent objects and materials e.g. glass, lets almost all of the light rays pass through them.• Opaque objects and materials do not allow any light to pass through them.• Shadows are made when an opaque object blocks light.• An area of darkness appears behind an object when the light rays are blocked.• During the day the light from the sun can cause shadows when it reaches an opaque object.• When you move an object closer to the light source, the shadow becomes smaller.• When you move an object further away from the light source, the shadow becomes bigger.• We must never look directly at the Sun as the light produced is very bright and can be harmful to our eyes. This is why we wear sunglasses.	<p>Skills I can...</p> <ul style="list-style-type: none">• Define light and dark.• Identify some light sources.• Set up some simple practical enquiries, comparative and fair tests.• Begin to choose from a selection of equipment.• With support make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.• Begin to look for patterns, similarities and differences in my data in order to draw simple conclusions and answer simple questions.• Begin to talk about criteria for grouping and sorting e.g. sorting reflective and non-reflective materials.• Begin to explore everyday phenomena e.g. what happens to light when it is reflected.• Begin to make some decisions about which types of enquiry will be the best way of answering questions.• Begin to use straightforward scientific evidence to answer questions or to support their findings.	<p>Links back to I remember... [KSI]</p> <ul style="list-style-type: none">• The names of materials• The properties of materials e.g. fabric, metal, wood• That materials are suitable or unsuitable for particular purposes• That some materials are used for more than one thing e.g. metal used for can, spoon• That different materials are used for the same thing e.g. a spoon (can be wooden, metal or plastic).
<p>Vocabulary:</p> <p>Angle: the direction from which you look at something</p> <p>Bright: a colour that is strong and noticeable, and not dark</p> <p>Dark/darkness: the absence of light</p> <p>Dim: light that is not bright</p> <p>Electricity: a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for machines</p> <p>Emit: to emit light means to produce it</p> <p>Light: a brightness that lets you see things</p> <p>Mirror: a flat piece of glass which reflects light, so that when you lookat it you can see yourself reflected in it</p> <p>Reflects: light sent back from the shiny and smooth surface and does not pass through it</p> <p>Shadow: a dark shape on a surface that is made when something stands between a light and the surface</p> <p>Source: where something comes from</p> <p>Transparent: can be seen through</p> <p>Opaque: can't be seen through</p> <p>Non-reflective: not capable of reflecting light.</p> <p>Surface: forms the top of it or is on the outside of it</p>	<p>Images:</p> 