

During this project, the driving subjects are Art and Design, Music and PSHE & Relationships Education. We learn about the ways music and art can be used to communicate feelings and ideas and share these with others. We explore themes of identity, community and wellbeing as we get to know and express more of ourselves.



Project Launch: Religious Education Judaism

Our project begins by finding out about the ways Jewish people show they belong to their faith. We think about what it feels like to belong to something like a faith. We learn about how Jewish people show care and respect for their important items, including the Torah. We find out about the ways Jews believe that God shows love and the important stories they tell about this.

Project Launch

Focus 1

Art

We begin our Art focus by getting to know the work of Karen Katz and Mario Gonzalez. These artists capture what it feels like to be a part of a family through their art work. We consider their use of colour and how this makes us feel. We develop our artistic skills, using viewfinders to focus on details and sketching pencils to achieve different tones and shades. We deepen our knowledge of colour and paint by mixing colours and using different materials to achieve contrasting textures with paint.



Year Three Express Summer Term

Music

In Year Three, we begin by learning songs that express the values of our project and are linked to the theme of families. We explore the music that is important in our families and communities, listening to favourite music and appraising it. We study music that is composed to express joy in community and family and evaluate it using vocabulary linked to pitch, expression, duration, dynamics, tempo, timbre, texture, mood and rhythm.

We listen to different versions of songs commenting on acapella performances. We use these to create our own soundscapes and begin to use these to create small compositions. We use body percussion, percussion instruments and some tuned instruments in our performances and record our compositions using pictures and symbols to record our ideas. We learn, practice and perform songs in parts.



Focus 3

Focus 2

Art

Inspired by the art work we have seen, we plan how to express our own feelings about families through our own art. We design collages, thinking about how to use shapes and colours to communicate our intentions. We build our shaping, tearing and layering skills through practice activities and include elements of this in our designs.

We experiment with including different textures in our collages, using textiles and 3d objects to create these. To complete our work, we design a simple image or symbol to represent what family means to us. We create relief tiles showing our images and use them to print repeated patterns within our collages.



Focus 4

Religious Education: Pentecost

We mark the celebration of Pentecost with a day in school focussed on learning about this important event in the Christian calendar. We find out about the significance of this story and represent it in different ways.



Focus 5

History

We think about our project question and what being a part of a family has meant through history. We find out about life for people in Stone Age Britain and how important being a part of a family was. People living at this time all needed to share out different jobs and roles within their family and community groups. We find out about the sorts of things people needed to do and why it was so important that everyone played their part.



Focus 6

Answering the Project Question:

We reflect on our project question and what we have learnt about what makes a family. We think about how families can be different in lots of ways as well as what important things make them similar. We reflect on how it feels to be a part of a family that is safe, secure and happy.

Focus 7

Science- Light

Our Science learning in the Summer Term is all about Light. We learn that we need light in order to see things and that dark is the absence of light. We investigate what sorts of surfaces reflect light and which don't and we find out about how shadows are formed. We ask questions about how the size of shadows can be changed and we investigate these, recording our observations and drawing conclusions.



What makes a family?