Year 3 Summer Term:

Do Machines Dream of Electric Sheep?

The Big Idea: What if all the machinery around us – all the computers, all the cars, all the household appliances – gained consciousness and came to life? What if technology became aware of its surroundings and decided to take control? What if all this machinery decided that humankind needed to be wiped-out? During this Summer Term, Year 3 will go on a limitless journey of infinite possibilities. As writers and readers we will explore the notion of technology 'awakening' through literature through the ages. As film critics we will review how the idea of artificial intelligence has been represented through film. As artists we will critique how machinery has been represented on canvas. Join us as Year 3 boldly explores what the future has in store, and reflects on how the people of the past have predicted the rise of the machines!

As Language Specialists we will be reading the classic Ted Hughes' book *'The Iron Man'*, investigating his portrayal of this terrifying metal eating machine. We will be inspired by Andrea Beaty's *'Rosie Revere - Engineer'* and think about our own inventor character. Other genres of text will include immersing ourselves in science fiction poetry all about robots, and discussing and retelling Disney's *'Wall-E'*. As writers, we will create our own science fiction stories, writing our own information texts about machines and robots and writing persuasive texts advertising the fascinating robots that we are yet to create from recyclable materials. We are also excited to be sharing the inspiring and beautifully illustrated story *'The Barnabus Project'* which will also give us scope to explore our team skills.

As Mathematicians we will be exploring equivalent fractions and how to add and subtract fractions. As well as consolidating our fluency in addition, subtraction, multiplication and division, we will continue to challenge ourselves with our times tables. In our work on measure we will be studying mass and capacity. We will develop our recall of facts about durations of time. Furthermore, we will be telling the time to the nearest minute and learning how to use different measures of time.

As Geographers we will be studying cartography (the art of map making). We will use physical and political maps (as well as virtual maps) to explore Europe and use our coordination skills to locate key inventors across the European continent. We will also be studying the processes of a river. Creating our own maps of the Hogsmill River will be a fascinating opportunity to explore our local area.

As Historians we will be debating the influence inventors and innovators, such as Trevor Baylis, Josephine Garis Cochran and Thomas Edison have had on our everyday lives, as well as appreciating the struggles and obstacles they overcame in order to change the modern world. Key historical events will include the invention of the first programmable digital electronic computer, created in 1946, as well as the astounding technological developments which enabled us to walk on the Moon.

As Scientists we will study light, looking at where it comes from, how it travels and how it reflects. Later in the term we will observe how magnets attract and repel each other, attracting some materials and not others. We will also be looking at how magnets are used in the world around us.

As Design Technologists we will be designing, making and evaluating our own robots, using recyclable materials and pneumatic systems to assist the exploration of the Moon.

Across the curriculum

As Athletes we will be exploring cricket and the rules of the game. We will also be learning skills needed for net games in tennis and learn how to direct the ball to a target area.

As Theologians we will consider what Hindus believe God is like and will ask 'What does it mean to be a Hindu in Britain today?' We will also investigate how festivals and worship show what matters to Muslims.

As members of our community we will explore our rights and responsibilities, discussing and debating how we, collectively and individually, can make the world a better place.

As Musicians we will learn to perform pieces of music on a range of musical instruments, including the inspirational work of science fiction composers John Williams and Johann Strauss. We will also use the percussion, movement and visual comedy *'Stomp'* to inspire our musical performances.

As speakers of French we will be learning how to order food in a café, particularly drinks and we will create our own mocktails using our new vocabulary.

As Artists we will continue to develop our drawing and 3D modelling skills using a variety of techniques and resources to make a half robot/half self. We will be learning about the composition of the human face and drawing from observation.

As Computer Programmers we will design and write computer programs to create games on Scratch using our coding skills. We will also look at the evolution of computers. We will find out the difference between the internet and the World Wide Web.

Knowledge of the World

How has entertainment technology changed over time? From the *Atari* to the *ZX Spectrum*, to the *16-bit Mega-Drive* to the *PlayStation 4*, we will explore how games consoles have evolved over the last 40 years and their effects on modern life.

The Arts and Sports

Can machines make art? We will compare the *Lovelace 2.0* artistic computer to the work of Jackson Pollack and ask ourselves: at what point does artificial intelligence meet or surpass human creativity?

Enquiry

Do robots think for themselves? Or do they need humans to control them? We will investigate this key question facing today's society and future generations.

Ambition and Possibilities

How did *Dragon's Den* legend and recycling entrepreneur Max McMurdo make his fortune by turning old junk, such as shopping trollies and washing machines, into trendy furniture?