

Year 3

Spring 1 Term



History

Intent– How has the justice system and punishments changed throughout history (450 BC – modern day)?

Implementation

To discuss what do we know about the governance of Crime and Punishments today.

To discover the crime and punishments in Roman times and how they introduced the British Justice system.

To compare the justice, crime and punishments from Anglo-Saxon times with Roman and modern day.

To study evidence to learn about governance in the Tudor times and how this affected the poor, discussing why changes in governance has affected punishments in place today.

To research Dick Turpin from the Georgian Times and how he went against the justice system

To learn about Victorian times with the introduction of the police force and of prisons.

Impact: Children will have an understanding of chronology through studying Crime and Punishment (a social aspect) through history.

Science

Intent: To know forces are pushes and pulls. To develop their investigation skills considering fair testing

Implementation:

To Research Lesson – Albert Einstein (R)

To explore movement and recognise how forces are push and pulls. (IGC)

To investigate the effect of increasing a push and pull force. (PS)

To carry out a comparative investigation with fair testing to recognise how surfaces can speed up and slow down movement (friction) (CFT)

To understand that forces attract and repel on a magnet (IGC)

To investigate the strength of different magnets (IGC)

Impact: Children can plan and carry out comparative investigations to develop their understanding of forces.

Computing

Intent: To develop their understanding and skills with creating an animation using IT, music, text and props.

Implementation:

To consider and discuss 'Can a picture move?'. Create a flip-book style animation

To use an animation programme 'iMotion' to create a simple stickman animation, - learning how to use 'onion skinning'.

To create a storyboard about their superhero saving the planet - showing characters, settings and events. The children need to consider the limitations with using cut out characters and scenes. Link to art with puppets.

To create their own simple animation -using their superhero puppets and scenes from their art. Use onion skinning and patience with moving characters small amounts at a time. Evaluate after each sequence.

Evaluate, Edit and improve their animations. Watch and evaluation each other's animations.

To Import their animation into iMovie, learn to add other media effects such as music, text.

Celebrate by watching each groups' movies on saving the planet!

Impact: Children will know how to create an animation movie.

RE

Intent: How do festivals and worship show what matters to a Muslim? (Unit 21)

Implementation:

To explore how do festivals and family life show what matters to a Muslim.

To analyse what does the opening chapter of the Qur'an teach Muslims about God.

To investigate why does prayer matter to Muslims.

To know why is the mosque a special place for Muslims.

To understand why do Muslims celebrate at the end of Ramadan.

Impact: Children understand how Muslims show their beliefs through worship in festivals, both at home and in wider communities.

Year 3
Spring 1 Term



PE

Intent To develop their cognitive skills with coordination and balance skills. To apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement and communicating, collaborating and competing with each other

Implementation

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : All change and To Bank or not to Bank

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Dynamic Balance: On a line (FUNS 5) Coordination: Ball skills (FUNS 9)

Cog : For 6 weeks we are working on our Cognitive skills

Implementation : Real Gymnastics

- Travel (floorwork) Explore shapes and travel and begin to link these to create a sequence
- Travel (hand apparatus) Develop sequences using a variety of apparatus, shapes, travel and pathways .
- Travel (hand apparatus) consolidate and perform sequences.
- rotation (floor work) Explore rotations (rolls and spins) and begin to link these to create a sequence
- rotation (partner work) Develop sequences using a variety of rotations, levels, directions and speeds

Composite Outcome rotation (partner work) Consolidate and perform sequences using a variety of rotations, levels, directions and speeds.

Impact: Cognitive- Children can identify areas for improvement and explain what they are doing well.
Gymnastics: Children can create a sequence with a variety of rotations, travel, levels, direction and speed.

PSHE

Intent: To develop their understanding of their wellbeing, physical and mental health whilst also thing of others and their situations.

Implementation:

To understand the **Power of Words:**
STOP

To understand **Social Media Body Confidence**

To know how we can choose to not stereotype and discriminate against **gender**

To understand the principles of **Fairtrade and Working Together**

To understand **Global Warming and What Can We Do To Help.**

To **Celebrating Women in History** and women take on roles Traditionally considered for men.

Impact: children will have a good understanding of how to keep them self's safe, how to work with others, understand how the world has changed and how this has effected, global warming, gender discrimination and how women's roles have changed over time.

Music

Intent: To develop the children's knowledge and understanding of Reggae

Implementation:

To identify key features of the song including offbeat rhythm, laid-back tempo and repetitive melodies

To sing in two parts through the use of echo lines and simple call and response harmonies

To develop breath control and phrasing emphasising relaxed, smooth phrasing in line with reggae style

To compose a short vocal melody using rhythm and pitch in a reggae style

To use peer feedback focusing on timing, tone and teamwork using musical language to improve the short piece of music

To perform the short vocal melody to peers and other classes with confidence

Impact: Children to practise singing and playing a glockenspiel to perform a reggae song. They can appreciate and compare reggae styles to RnB and show an appreciation for different styles.

Art

Intent: To create a moving puppet character and background for an animation film

Implementation:

To Investigate Lauren Child and how she uses drawing and collage to create characters and stories.

To develop drawing skills by designing clear characters using line, shape, expression, and pose.

To develop sequencing by showing movement across frames using a simple storyboard.

To plan and design a short animated drawing with a partner, using sketchbooks to try out ideas.

To create the animated drawing and capture it showing a clear beginning-middle-end.

To evaluate the animation using art vocabulary, explaining what worked well and how to improve.

Impact:

Children can create their own articulated and moving puppet as well as a draw background for an animation, using learnt and preferred techniques