

Year 3

Autumn Term 2



History

Intent: to study evidence to answer the question 'How do we know what life was like during the Stone Age?'

Implementation

To discuss and identify the difficulties of knowing what society was like in the Stone Age (prehistoric) due to no written evidence. Study where it is on timeline and within the chronology of other periods of time.

To examine cave paintings, discussing what they tell us about Stone Age society

To Investigate how we know what their homes were like and why they evolved

To discover what food would they have eaten in their society

To find out and identify what type of clothing did they wear in that society

To compare life, including migration, in the Stone Age with the Bronze Age and Iron Age.

Impact: children know that historians have used artefacts and remains to discover about life in prehistoric history.

Science

Intent: To compare similarities and difference between animal skeletons

Implementation:

To Research the scientist Leonardo da Vinci

To recognise that most animal skeletons are similar as they have a skull, ribs and a spine. (IGC)

To know the difference between an invertebrate and a vertebrate. Identify what type of invertebrate they are: non- boned, soft bodied or exoskeleton. (IGC)

To understand the different food groups, and which foods belong in each group. (IGC)

To understand how eating too much of certain food groups or too little can be detrimental to our health. (R)

To plan and carry out a pattern seeking investigation on size of body parts and abilities. (PS)

Impact: children know the importance of a skeleton and be able to compare animal skeletons, identifying vertebrates and invertebrates.

Computing

Intent: to explore the concept of sequencing in programming

Implementation:

To introduction to 'Scratch'. Recognising that commands are given in blocks, how to change backgrounds and sprites.

To programme two sprites to move using command blocks

To introduce the concept of sequences using 'event' blocks.

To experiment with sequence commands for sound, recognising when the order is important.

To combine motion and sound sequences. Change costumes of sprites and have multiple backgrounds.

To create their own musical instrument using programming blocks, duplicating and evaluating the effectiveness of their code.

Impact: children can design, write and debug their own code using movement and sound sequences.

RE

Intent: How do festivals and family life show what matters to Jewish people? (Unit 22)

Implementation:

To know what Jewish people do to mark Shabbat

To understand what Shabbat looks like in the UK today.

To investigate different ways that Jewish people celebrate at Rosh Hashanah.

To understand what happens at Yom Kippur.

To know the story of Passover.

To understand why many Jews celebrate Passover every year

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

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PE

Intent: to develop their social, agility and balance skills. To develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in hockey.

Implementation- Physical Education

Warm up: Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage: **Shape Up and Dice Frenzy**

Funs Skills: Our sequence of 6 depends on the control, confidence and competency of the individual's ability to perform the skill. Agility: Jumping and Landing (**FUNS 6**) Static Balance: Seated (**FUNS 2**)

Cog: For 6 weeks we are working on our **Social** skills

Implementation: Hockey

- Begin to show how to hold a hockey stick and which side to use whilst manipulating the ball. Develop speed to dribble the ball into space
- Dribble the ball keeping it close to me using the correct side of stick
- Use a simple push pass to another team mate
- Apply the push pass within a game to assist with attack and scoring
- Show some signs of approaching a player to tackle and cause pressure.
- Begin to attempt to score a goal from anywhere

Composite Outcome: Play a competitive game of hockey, using learnt skills.

Impact: Personal-Children show patience and support others, listening well to them about our work. Children are happy to show and tell others about their ideas. Hockey—children can play a competitive game of hockey using basic principles for attacking and defending skills.

PSHE

Intent: to understand how to look after our bodies and our minds, understanding our feeling and managing these healthily

Implementation:

To understand how to look After Your Body to stay **healthy**.

To understand how we keep our **self-worth** healthy and boost our self-esteem.

To understand how to get **self-worth** right without being boastful and understand Why **Self-Image** Is Important.

To understand how to be happy with the real me and my own **self image**.

To be understand **Autism** is about Seeing the world through a different lens

To understand there are different kinds of Relationships.

Impact: children will have a good understanding of what their body and mind need to be healthy, knowing their own self worth and being happy with their self image, understanding that tv and magazines are not always true self images.

French

Intent: to understand Phonetics Lesson 1, I'm learning French. To introduce phonics in French and understand they are different than in English. To know core vocabulary for greetings, numbers and colours. How to ask and answer basic greetings.

Implementation:

To find France on a map and recall at least 1 Francophone country.

To use key greetings in French.

To ask and answer the question 'How are you?' in French.

To ask and answer the question 'What is your name?' in French.

To count to 10 in French.

To recognise and recall 10 colours in French

Impact:

Children can greet another person in French.

DT

Intent: to Use research and develop design criteria to inform the design of innovative, functional, appealing products. (shell structures) that are fit for purpose, aimed at particular individuals or groups.

Implementation:

To investigate a collection of different shell structures such as packaging and disassemble identifying the parts of a net.

To develop computer aided design skills to create a net with pre-shaped tools as well as 'fill' and 'font' tools.

To develop the **skills** of scoring with a pencil, cutting and assembling a pre-drawn net.

To design a shell structure money box by ordering the main stages of making.

To successfully make a shell structure by using CAD software to make the net and using assembling skills.

To evaluate by testing the functionality of their and product and checking their product against the design criteria.

Impact:

children can design, make and evaluate their own physical shell structures, as well as using CAD.