

Year 3: Autumn 1st Half
Topic: Prehistoric World



Healthy Body
Healthy Mind, Healthy Planet

Geography

Intent- to find out why the Earth looks as it does. To understand how volcanoes, earthquakes and tsunamis happen

Implementation

- to review the names of the continents and then compare them in terms of physical and human features.
- to know the layers of the Earth (link to Science)
- to understand how the continents have moved over millions of year due to tectonic plates. Investigate how the movement of the plates cause volcanoes.
- investigate types of volcanoes and why people choose to live near them.
- to investigate how movements of tectonic plates cause earthquakes and the effect this has on the physical environment and to people.
- To discover how tsunamis are formed and the effect this has on people.

Composite Outcome: fact poster on tectonic plates and the result of their movement.

Impact: children know that the Earth has changed over millions of years and continues to change. They know how natural disasters occur and the effect this has on people and the physical environment.

Science

Intent- to recognise that rocks are different and understand the reasons why.

Implementation

- why don't all rocks look the same? Do they change over time? What is a fossil? (O)
- to identify group and classify properties of rocks recognising similarities and difference, using scientific vocabulary (IGC)
- to describe in simple terms how fossils are formed. Study a range of fossils (O)
- to recognise that soil is made of eroded rocks and vegetation. Learn about the different layers of soil. (IGC)
- Identify, group and classify the type of soil using particle size, colour, temperature and soil fingerprints. (IGC)
- Composite outcome:** which type of rocks are their favourite and why, using scientific terms.

Impact: they are able to identify, group and classify a range of rocks, using correct scientific vocabulary. They understand how fossils are made and that they are made of rock not bone.

PSHE

Intent- to recognise positive relationships. To know how to help people. To develop a healthy mind set

Implementation

- To understand different types of relationships
- To understand the benefits of a positive, healthy relationship.
- Knowing what to do when people need help and how to help those who do not want it
- To know what growth mind-set is and why it is important
- Learn how to build a positive growth mind-set.
- To know why mindfulness is important
- To know about self assessment and how it can support mindfulness

Impact: Children develop healthy relationships, help their friends in class and use strategies to have a positive mind-set in class.

Computing

Intent- to develop an understanding of how digital devices work.

Implementation

- to understand the concept of an input, output and process to know how a digital device works
- to know the parts which make up a digital device and the relationship between inputs and outputs.
- compare and contrast a piece of art work using a digital device and one created by hand.
- discover the importance of networks to connect devices such as phones, tablets, TVs using Wi-fi.
- to understand how computers are connected through a server and access points.

Composite Outcome: relate their understanding to the real world by looking and explaining the network used in school (technician to

Impact: Children will know the components of a digital device and how they are connected, understanding the importance in their digital world.

Art

Intent- To explore and experiment drawing with charcoal, using light and dark tonal values

Implementation

Generating Ideas: Introduce works from the artists Edgar Degas and Laura McKendry. Compare their styles and give opinions.

Making:

- Experiment with using charcoal, different ways to hold it, the different effects and chiaroscuro.
- Experiment with 'drawing large' using charcoal. Draw fossils and rocks.

Experiment with drawing like a cave person, using simple mark making, being inspired by historic cave images

Composite outcome: use charcoal to create a dramatic narrative, using techniques, chiaroscuro and drawing by torchlight. Use object such as small toys from home.

Evaluate their own work and their peers

Impact: To create a sense of drama using charcoal in a variety of ways as a medium to draw, showing an understanding of chiaroscuro.

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PE

Intent- to develop their personal coordination and balance skills. To continue to apply and 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 netball.

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 : Hi Baby and Race Walking

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Footwork (FUNS 10) and Static balance: One leg (FUNS 1) aiming for green.

Cog : For 6 weeks we are working on our personal skills
Implementation : Netball

- Pass and receive a netball safely (chest and bounce pass)
- Perform a stride stop in netball
- Perform a jump stop in netball
- Perform a dodge in netball to get into a space for yourself and your team.
- Marking a player keeping on the balls of your feet and attempt to intercept a pass.
- Shooting the ball high and bending knees

Composite Outcome: Introduce high fives game or an adapted game

Impact: Personal-Children can persevere with a task and can improve their performance through regular practice. They know where they are with their learning and have begun to challenge themselves . Netball—children can use a range of throwing skills, sequence of movements and linked actions when playing netball

RE

Intent- What do Christians learn from the Creation Story?

Implementation

What is wonderful about the world? From the Christian/Jewish creation story discuss what the story suggests is wonderful about the world.

From the story what do Christians and Jews believe about what kind of God would create such a world. Draw upon how many times it says 'good' in the story. Create instructions to help humans keep the world 'good'

Look at modern day examples of Christian groups which look after the world.

Continue with the creation story to learn how Adam and Eve went against God and what this caused.

Understand how Christians believe forgiveness is important to be close to God again.

Composite Outcome: Not all people believe in God. Does this change the way we view the world or how we should look after it? What can we all do to look after the world?

Impact children understand what Christians do to look after the world due to their beliefs about God and the Creation Story. They understand why Christians believe forgiveness is important. Children can recognise the importance of looking after the world regardless of their beliefs.

Music

Intent- to listen, appraise, compare and perform songs from RnB, Motown/soul and musicals. Develop their improvising and composing skills.

Implementation

Listen and appraise the song 'Let your Spirit Fly' (RnB style). Start learning to sing the song.

Continue to practise singing the song. Introduce percussion and play along.

Listen and appraise the song Colonel Bogey March. Discuss how this is a military march song. Compare it with 'Let your Spirit Fly'. Practise playing glockenspiel with the song. Improvise using notes C and D

Listen and appraise 'Consider yourself' from the musical Oliver. Continue to practise singing, playing glockenspiel and composing using notes C and D.

Listen and appraise 'Ain't No Mountain High Enough' identify it is Motown/Soul. Continue to practise singing and playing instrument for Let it Fly.

Listen and appraise 'You're the First, My Last, My Everything. Identify soul music.

Composite Outcome: Perform the RnB song 'Let it Fly' using voices, learnt glockenspiel and their own compositions.

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

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French

Intent- 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

In this unit, we will learn:

More about the Francophone world.

How to use basic greetings in French.

How to ask and answer the question 'Comment tu t'appelles?' in French

To say numbers 1-10 in French

10 colours and how to say my favourite colours in French

Composite Outcome: To be able to ask and answer basic greetings in French. To know

Impact

Children can greet another person in French.