

Year 3
Spring 2 Term



Geography

Intent- To recognise the human and physical features of the rainforest and the impact they have on the environment

Implementation

To find out what a rainforest is and where in the world they are found

To explore the layers of vegetation in a rainforest

To investigate the climate of the rainforest.

To find out about the people and settlements of the rainforest.

To explore why the rainforest is under threat and the measures being taken to preserve it.

Impact: Children to know and understand the physical and human features of the rainforest and their importance in the world.

Science

Intent- To explore what plants need to grow well.

Implementation:

To research the scientist Beatrix Potter (R)

To review previous knowledge on what plants need to be able to grow well. (IGC)

To investigate how much water enables a plant to grow healthily. (CFT)

To investigate whether space is an important factor for a plant to grow healthily. (IGC)

To investigate whether plants with different soils effect the health of a plant. (IGC)

Impact Children recognise that different plants need a certain amount of water and space to be able to grow. That compost contains nutrients to keep them healthy.

Computing

Intent: To know how to change the style of fonts, import images and set up templates using Desk Top Publishing.

Implementation:

To know to give credit for other people's work

To understand the difference between text and images to communicate.

To understand and recognise how to change the font style, size, colour, layout and how to edit a text.

To create templates for a published document.

To add content to a document selecting appropriate fonts and images.

To create a document/ppt about endangered animals in the rainforest, using selected fonts and images.

Impact: children can create a document/multimedia presentation using font styles and images.

RE

Intent: PEOPLE OF GOD What is it like for someone to follow God? (Unit 19)

Implementation:

L1) To explore what information about Bible stories can we get from different types of texts.

L2) To discuss what we know about Noah from reading the biblical story.

L3) To analyse the link between the story of Noah and the idea of covenant.

L4) To analyse are the links between the story of Noah and how many Christian people live.

L5) To investigate 'Did Abram show he trusted in God?'

L6) To explore the question is it always easy for Christians to try to follow God.

Impact: Children understand how Christians use the stories of the bible to help them to follow Gods teachings..

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PE

Intent—to develop their creative skills with coordination and balance skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways. They should enjoy communicating, collaborating and competing with each other to play cricket.

Implementation

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 : Like Clockwork and Team Juggling

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Sending and receiving (FUNS 8) Counter Balance: with a partner (FUNS 7)aiming for green.

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

Implementation : Striking and Fielding

- throwing within a small skill (underarm and overarm)

- Catching the ball with increasing accuracy over short distances.

- using field skills to stop the ball effectively.

- Bat with some control. Strike a moving ball.

- Work in a team when fielding and apply tactics.

- to learn the rules of cricket and apply skills learnt.

Composite Outcome: To play a competitive cricket match

Impact—children can respond differently to a variety of tasks. They can make up their own rules and versions of activities. Striking and fielding: children can run, jump, throw and catch; applying these basic attacking and defending skills to play a competitive game.

PSHE

Intent: To develop their understanding of British Values and how this affects their own rights and relationships.

Implementation:

To understand what is democracy and Law – DL 1

To understand how young people can become involved with decision-making processes -DL 2

To understand what individual liberty is and freedom to choose. - Liberty 1

To appreciate and respect our own culture and the cultures of other people – Liberty 2

To understand that there are different types of relationships – Relationships 1

To understand how you can have the best relationships with other people.

Relationships 2

Impact: children will have a good understanding democracy and law, the freedom to choose. They will understand Relationships help us to feel like we belong.

French

Intent— Children know the names of 10 fruits in French and how to say 'like' and 'dislike' in order to show preference.

Implementation:

To recognise and recall 5 vegetables with the correct plural determiner/article in French.

To recognise and recall 5 more vegetables and the plural determiner/article in French.

To construct a question to ask for a kilo or half a kilo of a vegetable in French.

To use the structure 'je voudrais' (I would like) when buying vegetables.

To use the conjunction 'et' (and) when buying more than one vegetable option

Impact:

Children can talk about fruit which they like and dislike in French

DT

Intent: To create a moving monster using a pneumatics and develop their evaluation skills.

Implementation:

To investigate familiar objects that use air to make them work.

To generate movement by assembling syringes, tubes and balloon to create a pneumatic system.

To develop investigative skills to solve a series of pneumatic challenges such as opening or moving objects.

To design a monster containing a pneumatic system to make part of it move by ordering the main stages of making.

To successfully make a monster with a moving part using a pneumatic system.

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

Impact:

Children can explore challenges of a pneumatic system and create their own to produce movement.