

Year 3: Spring 1st Half  
Topic: Heroes and Villains



Healthy Body  
Healthy Mind, Healthy Planet

### History

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

### Implementation

What do we know about Crimes and Punishments today? Have they always been the same throughout history? 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; with the introduction of compensation and 'hue and cry' (neighbourhood watch)

To study evidence to learn about the punishments in Tudor times and their views on the poor. Why are these punishments no longer in place today?

To research Dick Turpin from the Georgian Times. Do we still have Highwaymen? Why?

To learn about Victorian times with the introduction of the police force and of prisons. Write a report on the different punishments in Victorian prisons. Compare Victorian prisons with those today.

**Composite Outcome:** Explaining the legacy that has been passed down through history and how it is used today in our justice system.

**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 test-

### Implementation

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

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 the forces attract and repel on a magnet (IGC)

To investigate what materials are attracted to a magnet. (IGC)

**Composite Outcome:**  
To devise, plan and carry out their own comparative investigation with fair testing to identify which magnet is the strongest.

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

### PSHE

**Intent-** To develop their understanding of their well being, physical and mental health.

### Implementation

To discuss what a hero is. Discuss key features based on the armed services, NHS, education, religious leaders, politicians, the Royal Family, our family.

To create their own superhero to save the planet. What is their superpower? How will they save the planet?  
Design costume, diet, habitat, powers.

To have an understanding of time management to help solve problems

To be able to use strategies to solve problems.

To know about self worth and how to overcome low self worth

To know the difference between self worth that is too low or too high.

To learn that personal hygiene can have positive and negative effects on a healthy lifestyle

To know the problems a lack of personal hygiene can have such as spreading germs and bacteria.

**Impact:** Children can organise themselves to solve problems effectively. Children will recognise their self worth. Children understand the importance of personal hygiene.

### Computing

**Intent-** To develop their understanding and skills with creating an animation using IT with onion skinning, music, text and props.

### Implementation

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

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

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.

Create their 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.

**Composite outcome:** 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.

### Art

**Intent-** To create a moving puppet character and background for an anima-

### Implementation

(Links with computing for animation)  
Generating ideas: Begin to tune into lines and shapes with a challenge to draw, using a continuous line, of an animal from natural world. Move on the film and draw again.

**Making:**  
Explore possibilities with making paper cut puppets. Plan moving parts for their superhero puppet.

Create articulated parts/joints for their superhero. Explore sliding different facial expressions through slits.

Study work by Lauren Child (Charlie and Lola) and how she creates moving body parts in her stories.

Explore and use ink and writing pens to create a drawn background in the style of Maurice Sendak

**Composite Outcome:** Film using animation from Computing with their puppet and background.

Evaluate their own moving superhero and their peers work

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

## Year 3: Spring 1st Half



## Healthy Body, Healthy Mind Healthy Planet

### 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 com-

#### 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:** 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.

### RE

**Intent-** How do festivals and worship show what matters to a Muslim?

#### Implementation

- Recap the five pillars of the Muslim Faith. Introduce the meaning of the words Islam and Muslim

- explain what is shown in Surah 1. What does it tell Muslims about God?

- Recap Salah to pray five times a day. What do they do when they pray? What is the significance of they're prayer? Discuss how prayer shows what matters?

- Explore how the mosque is important for prayer, teaching and community

- Find out about the experience of a Muslim fasting during Ramadan and celebrations as it ends.

**Composite Outcome:** How might they reflect on things and the benefits it could have? How could they live a harmonious life? (Link to PSHE)

**Impact** children can give examples of Islam worship and the links to a Muslim's beliefs about God.

### Music

**Intent-** to develop the children's knowledge and understanding of Reggae

#### Implementation

Listen and appraise Three Little Birds by Bob Marley. Start learning how to sing the song.

Listen and appraise Jamming by Bob Marley. Start learning Glockenspiel part for Three Little Birds and continue to practise singing.

Listen and appraise Small People. Continue to practise singing and start to improvise using a glockenspiel.

Listen and appraise 54-46 That's my Number. Continue to practise Three Little Birds. Learn a recorder part.

Listen and appraise Ram Goat Liver by Pluto Shervington. Compose with three notes to accompany Three Little Birds.

Listen and appraise Our Day Will Come by Amy Winehouse

**Composite Outcome:** Perform the song Three Little Birds, singing and playing instrumental parts and compositions.

**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

### French

**Intent -** To be able to use the verb 'je joue' to describe playing musical instruments.

#### Implementation

say 5 instruments in French with their correct determiner.

say 5 more instruments in French with their correct determiner.

revise all 10 instruments with their determiners and attempt the spellings.

explore and understand better the role of the definite article/determiner for 'the' in French. use the verb 'je joue' (I play) in French

**Impact** Children are able to name 10 instruments and use the verb 'je joue'