

Year 3: Summer 1st Half
Topic: Field to Fork



Healthy Body
Healthy Mind, Healthy Planet

Geography

Intent- To learn where in the world our food comes from and the reasons why.

Implementation

To understand that the food we eat comes from many different places around the world.

To know how land in temperate climate zones is used to produce food.

To know how land in tropical climate zones is used to produce food.

To locate major cities in the UK and study the topography of the land.

To explain how land is used to produce food in the United Kingdom through different types of farming, using topographical maps.

Composite outcome: Debate the following questions from what they have learnt 'Should we import food? What are the implications?'

Impact: to understand where our food comes from due to climate and physical features. Recognise the implications with regards to the environment and fair trade.

Science

Intent- To know what is meant by a light source

Implementation

Recognize that they need light in order to see things and that dark is the absence of light. (IGC)

Notice that light is reflected from surfaces. (IGC)

Recognize that light from the sun can be dangerous and that there are ways to protect their eyes. (IGC)

Recognize that shadows are formed when the light from a light source is blocked by an opaque object. (IGC)

Find patterns in the way that the size of shadows change. (D)

Composite Outcome: . To carry out an

Impact

Children understand light sources, their importance as well as the dangers associated with direct sunlight.

PSHE

Intent- to develop their understanding of their mental and physical health. To know the importance of Democracy in Britain

Implementation

To know what exercise is and what it involves.

To know how exercise has an impact on us and our lives.

To know what a democracy is and how young people can become involved in decision making and campaigning for a positive change.

To understand the rule of law and the reasons why law is needed. To introduce the concept of rights and responsibilities

To understand what liberty is and to think about the freedom we choose

To appreciate and respect our own culture and the culture of others.

Impact: children know the importance of staying physically healthy with exercise. They can share their own cultural beliefs and know the importance of respecting others' Children know they can make a difference knowing their rights and law within a democracy.

Computing

Intent- To create a branching database to identify plants.

Implementation

To create questions with yes/no answers and create 2 groups separated by one attribute.

To create a branching database using >2 data.

Explain why it is useful for a branching database to be well structured.

Plan their own database on plants.

Composite Outcome: to create their own branching database on identifying plants.

Impact: to recognise the importance of planning and structuring a successful database, using yes/no questions using attributes.

DT

Intent- to investigate and produce food with seasonal ingredients

Implementation

To investigate which British ingredients are available all year round such as wheat and flour.

To know how seasonal fruits and vegetables in Britain are grown and processed.

To find out about how seasonally produced meat can form part of a healthy diet.

To know how fish are caught or reared, processed and used in healthy meals.

Composite Outcome: To show what they have learned about eating seasonal food as part of a healthy, varied diet.

Impact: to know seasonal British ingredients and create/ cook food with them



PE

Intent- to develop their physical skills applying agility, balance and coordination skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways. To enjoy competing with each other in a game

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: Continuous Relay and Balloon Champs

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Coordination: Agility; Reaction/Response (FUNS 12) Static Balance: Floor work (FUNS 3) aiming for green.

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

Implementation : Tennis

- Tap the ball off the racket
- Tap the ball back and forth to a partner
- Stand in a ready position, holding the racket correctly.
- Change from a ready position to tap the ball to their partner.
- Begin to know what is meant by a forehand and backhand position.
- Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.

Composite Outcome: Play a competitive game of tennis, applying the basic skills learnt.

Impact: Children can select and apply a range of skills with good control and consistency. They can perform and repeat longer sequences with clear shapes and controlled movements.
Tennis: Children can play competitive games and apply basic principles to play a game of tennis.

RE

Intent- To investigate 'what kind of world did Jesus want?'

Implementation

Discuss the account of Jesus calling upon his disciples to give up their lives, routines, h to follow him. How would they have felt?

Read and investigate gospels/stories of how Jesus helped people, showing what kind of world he wanted.

How are churches making the world like the one Jesus wanted?

Research examples of Christian leaders going beyond the everyday routines to show Jesus loved them.

Composite outcome: what kind of world would they like to see? Compare this with the world Jesus wanted.

Impact Children can identify the world they would like, making links with what Jesus wanted through bible stories showing love and kindness.

Music

Intent- to listen, appraise, compare and perform songs from the Disco. Develop their improvising and composing skills.

Implementation

To listen and appraise the song 'Bringing us Together' identifying features of Disco music. Practise singing the song.

Listen and appraise disco song 'Good times'. Continue to practise singing and playing part on xylophones for Bringing us together

Listen and appraise the disco song 'Ain't Nobody'. Play recorder parts for Bringing us together. And improvise

Listen and appraise the disco song 'We're Family'. Perform compositions within 'Bringing us Together'

Listen and appraise the disco song 'Ain't No Stoppin' us Now'. Continue to practise compositions.

Listen and appraise the disco song 'At the Car Wash'.

Composite Outcome: Perform their end of unit 'Bringing us altogether'

Impact Children can identify the features of Disco music and apply them to compose and improvise in a song about friendship and respect.

French

Intent- To be able to order ice creams in various flavours

Implementation

say 5 ice-cream flavours in French. say 5 more ice-cream flavours in French.

use the verb 'je voudrais' (I would like) in French.

ask for a cone or a pot of ice-cream and say the number of scoops I would like.

Composite Outcome:

use all my new knowledge to perform a short role-play to order an ice-cream

Impact:

Children are able to confidently order various ice creams in French.