

Year 3: Spring 2nd Half
Topic: Heroes and Villains



Healthy Body
Healthy Mind, Healthy Planet

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.

Composite Outcome: To think and discuss what they can do to help save the rainforests. Persuade others to do their part.

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 review their previous knowledge on what plants need to be able to grow well. (ICG)
- 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. (D)
- To investigate whether plants different soils effect the health of a plant. (ICG)

Composite outcome

Create a poster/multi media presentation on what plants need to grow healthily using evidence/photos from their investigations

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.

PSHE

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

Implementation

- To know about vaccinations and immunisations.
- To know the safety rules for medicines and vaccinations.
- To understand the benefits of the sun
- To know how to be safe in the sun and the risk of too much exposure.
- To know who we can trust and why it is important to trust someone.
- How can we gain the trust of others and the importance of being trusted.

Impact: Children understand the importance of medicines and vaccinations. Children recognise the importance of keeping safe in the sun. Children can say who they trust.

Computing

Intent- to know how to change the style of fonts, import images and set up templates.

Implementation

- Online Safety:* How can you 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.
- Add content to a document selecting appropriate fonts and images.
- Composite Outcome:** 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.

DT

Intent- To design and make a villainous moving monster using pneumatic systems.

Implementation

- To investigate items which use air to make them work.
- To investigate simple pneumatic systems with syringes and balloons.
- To consider and investigate what part of a monster could they make move using pneumatic systems.
- To design a pneumatic moving monster, identifying what they need and a step-by-step plan on how to make it.
- To make a pneumatic monster with moving parts.
- To evaluate the making process of their monster. What did they change? What would they do differently next time?

Impact children are able to recognise how to make a successful pneumatic system within an object. To develop their design, making and evaluating skills.

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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.

RE

Intent— How do festivals and family life show what matters to Jews?

Implementation

- *To know the story of St Piran and take part in the celebration within the Bodmin community.*

- To explore Rosh Hashana. Discuss and explore reflection and forgiveness within themselves.

- Explore the story of the Exodus for Pesach. Reflect on the important themes and preparation of the seder meal.

- learn about the escape from Egypt and the ten commandments and why they are important today.

- To find out what daily prayers in the Jewish faith and the effect it has on them.

Composite outcome: compare and consider the value of family rituals in their own lives., making connections with the reflective approach n the Jewish faith

Impact: children can explain and reflect on Jewish customs and rituals comparing with their own.

Music

Intent— to listen, appraise, compare and perform songs from a range of cultures

Implementation

- listen and appraise 'Dragon song'. To be able to have a go at singing a two part harmony.

- to listen and appraise 'Bird song'. To play a tuned instrument for 'Dragon Song' chorus.

- to listen and appraise Vaishnava Jana song. To develop playing tuned instrument for Dragon song.

- to listen and appraise a traditional Turkish song. To compose a 12 beat accompaniment for Dragon song.

- to listen and appraise Aitutaki song. Compose 12 beats to dragon song.

- to listen and appraise Zebaidir song.

Composite Outcome - to perform class version of A Dragon Song.

Impact— Children can perform singing 2 part harmonies, compose using tuned instruments and show an appreciation for songs from other cultures.

French

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

Implementation

say 5 fruit nouns with their correct determiner in French.

to say 5 more fruit nouns with their correct determiner in French.

move singular nouns to plural form in French.

use the structure 'j'aime' (I like) with the fruit nouns.

Use the negative structure je n'aime pas (I don't like) with the fruit nouns.

Composite Outcome

Children can express preferences of fruit in French.

Impact:

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