

Year 3: Summer 2nd Half  
Topic: Field to Fork



Healthy Body  
Healthy Mind, Healthy Planet

### History

**Intent-** To find out 'What was life like for the rich and poor people in Tudor times?'

#### Implementation

- To find out who the Tudors were and place them in British history on the timeline.
- To learn about social hierarchy and the restrictions and roles for the rich and poor.
- To explore the foods eaten by rich and poor Tudors—which was healthier?
- To explore the differences between rich and poor Tudor homes
- Investigate what clothes the rich and poor Tudors wore.
- What was family life like in terms of leisure, education and jobs for the rich and poor Tudors

**Composite Outcome:** To present/display their findings showing how lives were different for rich and poor Tudors.

**Impact:** Children know that there was a big social divide between the rich and poor in Tudor Times. The children can explain the differences and the reasons why.

### Science

**Intent-** to recognise the names and functions of parts of plants.  
Plant life cycle

#### Implementation

- Review parts of a plant. Understand the important functions of the roots. (IGC)
- Investigate the function of the stem (IGC)
- Investigate and understand how plants make their own food. (IGC)
- Recognise the reproductive parts of a flower (IGC)
- Predict and investigate different forms of seed dispersal. (R)

#### Composite outcome

draw a labelled lifecycle of a

**Impact:** Children understand how each part of the plant plays an important part in it's lifecycle.

### PSHE

**Intent-** To respect people's cultures. To stay safe online. To know the differences between males and females, respecting personal space and how families are different

#### Implementation

- How too much screen time is bad for us and can affect our relationships.
- What do we need to do to stay safe online
- To know that information and data is shared and used online.
- To know the age restrictions of different social media platforms.
- Christopher Winter Project**  
*To identify that people are unique and respect those differences. To explore the differences between males and females.*
- To consider appropriate and inappropriate touching. Understand personal space.*
- To understand that all families are different and have different family members.*

**Impact:** children know how to stay safe online considering what they share and understanding that age limits keep them safe. Children can name body parts identifying the difference between males and females. Children can explain their personal space and their rights to their body. They recognise and respect that all families are different

### Computing

**Intent-** to add actions and events when programming

#### Implementation

- To know how to add programme block to get their sprite to move using keys on a keyboard.
- Navigate their sprite through a maze giving a starting position. How can we prove which way their sprite went?
- Add an extension block to use a pen in Scratch. Use blocks to programme a sprite to put pen up, down, and draw lines.
- Add new event blocks into drawing programme
- Explore debugging to fix errors in their drawing programme blocks.
- Composite outcome:** Create a programme to take a sprite through a maze showing the way it went by drawing the trail

**Impact:** Children create links between events and action blocks, knowing that events cause actions. The children create their own maze programme using event and action blocks

### Art

**Intent-** To develop painting skills by experimenting with colours, different types of paint and techniques.

#### Implementation

- Generating ideas: Look at examples of paintings of flowers. What do they like about them? Make comparisons. Practise copying one which they have chosen.
- Making**  
Experiment with tones, tints and shades by mixing paints, looking at examples from artist Georgia O'Keefe
- Experiment with using watercolour paints and crayons (Monet)
- Experiment with using thick paint in the style of Van Gogh (sunflowers)
- Arrange own display of flowers. Use skills, create their own painting in chosen styles.
- Evaluate their own and peers' paintings using Padlet.

**Impact:** Children create and evaluate their own painting of flowers considering tones, tints and shades; painting media and painting style



**PE**

**Intent-** to develop their understanding of healthy and fitness as well as applying skills agility and balance skills. To develop an understanding of how to improve in athletics and learn how to evaluate and recognise their own success

**Implementation:** Healthy and fitness

**Warm up :** Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage : Inside Out, Rock Paper Scissors

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Agility: Ball chasing (FUNS 1), Static Balance: Stance (FUNS 4) aiming for green.

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

**Implementation : Athletics**

Recognise and describe the effects of exercise on the body  
Know the importance of strength and flexibility for physical activity  
Explain why it is important to warm up and cool down  
Identify and demonstrate how different techniques can affect their performance  
Focus on their arm and leg action to improve their sprinting technique  
Begin to combine running with jumping over hurdles  
Focus on trail leg and lead leg action when running over hurdles  
Understand the importance of adjusting running pace to suit the distance being run

**Impact:** Children can describe how and why their body feels like it does during and after exercise. Children can explain why they need to warm up and cool down. Children are able to develop techniques and improves their performances.

**RE**

**Intent-** How and why do people try to make the world a better place?

**Implementation**

Think of ways which shows the world is not such a good place, link to faiths asking for help and forgiveness.

Religion suggests people need guidance to make the right choices. Link to the 10 commandments and the Golden Rules.

Explore ideas and people who inspire us to make the world a better place:

- Muslim belief in charity (Zakat)
- Christian Aid
- Charity work

**Composite Outcome:** Pupils reflect on the value of love, forgiveness, honesty, kindness and generosity in their own lives.

**Impact :** To reflect on what they want their world to look like and how they can make the world a better place.

**Music**

**Intent-** to 'reflect, rewind and replay' showing skills and understanding from previ-

**Implementation**

Listen and appraise the early classical music L'Homme Armé by Robert Morton. Reflect on the composer Talving Singh and his composition Clash and Bang.

Listen and appraise Les Tricoteuses (Classical). Reflect on songs by composer Gwyneth Herbert. Compose percussion using rhythm grids for Clash and Bang.

Listen and appraise symphony no 101 'The Clock' (classical). Continue composing percussion piece.

Listen and appraise piano concerto allegro. Practise composition. Review previous performances.

Listen and appraise Prelude a L'Après-Midi D'un Faune. Review previous performances.

Listen and appraise Music for Large and Small ensembles. Perform their Clash and Bang compositions.

**Impact** Children can reflect on their learning and improve their compositions and performances applying their skills and understanding

**French**

**Intent-** To understand the 6 key periods of history in Ancient Britain. To be able to use je suis, j'ai and j'habite.

Im-

**plementation**

The 6 key periods of Ancient Britain in French.

How to use the high frequency verb 'je suis' (I am) in French.

How to use the high frequency verb 'j'ai' (I have) in French.

How to use the high frequency verb 'j'habite' (I live) in French.

**Composite Outcome:**

To use all my new knowledge to prepare a short spoken and/or written presentation

**Impact**

The children will be able to use the 3 high frequency verbs in the context of talking about Ancient Britain..