

# Autumn 2 sequence of learning – Key Stage 2, Year 3



## Geography:

### PRIOR KNOWLEDGE

### INTENT

### VOCABULARY

### SEQUENCE OF LEARNING

### OUTCOME/COMPOSITE

## Religious Education:

### PRIOR KNOWLEDGE

### INTENT

### VOCABULARY

### SEQUENCE OF LEARNING

### OUTCOME/COMPOSITE

## History:

### PRIOR LEARNING

### INTENT

### VOCABULARY

### SEQUENCE OF LEARNING

### OUTCOME/COMPOSITE

## BSL (British Sign Language):

### PRIOR KNOWLEDGE

Understanding of deaf awareness. Know alphabet signs and formal greetings. Know numbers to 50. Know the time at o'clock and half past. Know the seasons. Know days of the week. Know time o'clock and half past.  
Location vocabulary, Fingerspell names

## Art: N/A

### PRIOR KNOWLEDGE

## PSHE: CELEBRATING DIFFERENCE

### PRIOR KNOWLEDGE

Know about families, that they are all different and that sometimes they fall out with each other

**INTENT**

Pupils will be able to formally meet and greet other BSL users.

**INTENT****INTENT**

Pupils will...

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation

**VOCABULARY**

Hello, good morning, please, thank you, sorry, no, yes, see you later, goodbye

**VOCABULARY****VOCABULARY**

Character, Assumption, Judgement, Surprised, Different, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying

**SEQUENCE OF LEARNING**

1. Greet: Hello/Good morning
2. To welcome to the school
3. My name is ..
4. Leave another BSL user

**SEQUENCE OF LEARNING****SEQUENCE OF LEARNING**

1. To understand why we shouldn't judge people by appearances
2. To develop an understanding of different influences we encounter.
3. To develop an understanding of what bullying is
4. To consider problem-solving strategies.
5. To consider what makes me 'Special Me '

**OUTCOME/COMPOSITE**

Children will address and greet and leave another BSL user

**OUTCOME/COMPOSITE****OUTCOME/COMPOSITE**

Pupils can talk about judging people by their appearance, first impressions and what influences their thinking on what is normal; Talk about bullying, including online bullying.

**Science:** Animals including humans

**Music:** Adapting and transposing motifs (Theme: Romans)

**Design and Technology (DT):** N/A

### PRIOR KNOWLEDGE

That animals including humans do not produce their own food. The importance of a balanced and nutritious diet.  
That humans and some other animals have skeletons and muscles for support, protection and movement.

### PRIOR KNOWLEDGE

- Deciding the structure of music when composing can help us create interesting music with contrasting sections.
- Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- A 'loop' in music is a repeated melody or rhythm.
- Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

### PRIOR KNOWLEDGE

### INTENT

Animals including humans  
Pupils will understand the structure of the human digestive system.  
Pupils will understand the different types of teeth and their function.

### INTENT

To understand what a motif is and be able to adapt and transpose them

### INTENT

### VOCABULARY

Animals including humans  
Digestive system, tongue, mouth, teeth, oesophagus, stomach, small intestine, large intestine, liver, tooth, canine, incisor, molar, premolar,

Different teeth do different jobs.  
Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood and are transported around the body.

### VOCABULARY

backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps

- Musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
- 'Transposing' a melody means changing its key, making it higher or lower pitched.
- A motif can be adapted by changing the notes, the rhythm or the order of notes

### VOCABULARY

### SEQUENCE OF LEARNING

Animals including humans  
1. To identify the different types of teeth in humans and their simple functions.

### SEQUENCE OF LEARNING

1: Here come the Romans To sing in tune and in time.  
2: Musical motifs  
To understand what a musical motif is.

### SEQUENCE OF LEARNING

2 - To describe the simple functions of the basic parts of the digestive system in humans.

Visit from a local dentist.

### Physical Education (PE): Attack – Defend - Play

#### PRIOR KNOWLEDGE

Pupils will understand what an invasion game is and be able to give sport specific examples. Pupils will be able to throw and catch to achieve a desired outcome. Pupils will be able to play small games in line with rules.

#### INTENT

In ATTACK -DEFEND-PLAY, pupils will refine and develop the fundamental skills to play invasion games that will provide the foundations for playing team sports in the future. They will understand the concept of ‘attack’ and ‘defence’ and be able to work in a team to achieve their outcomes.

#### VOCABULARY

Invasion game, Underarm throw, Catch, Teamwork, Co-operation, Resilience, Rules, Fair Play, Sportsmanship  
Attack, Defend

#### SEQUENCE OF LEARNING

1. To be able to identify an invasion game and play a basic game in line with the rules.
2. To apply throwing and catching skills whilst playing ‘bench ball’ in line with the rules.
3. To understand the concept of ‘footwork’ and ‘moving into space’.
4. To understand what ‘spatial awareness’ is and be able to move into space in the game.
5. To be able to work together in a ‘team’ and understand the concept of ‘teamwork’.
6. To apply all skills in a small tournament setting and evaluate their learning.

3: Motifs and mosaic

To compose and notate a motif.

4: Motif development

To develop and transpose a musical motif.

5: Combine and perform

To combine and perform different versions of a musical

### Computing: Creating media

#### PRIOR KNOWLEDGE

Pupils should have knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their video editing skills in Year 5

#### INTENT

Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.

#### VOCABULARY

Online editor, crop, copyright, filters, retouch, re-touching tools, fake images, publication(s)

#### SEQUENCE OF LEARNING

- 1.To recognise when someone is upset, hurt or angry online.
- 2.To explain that digital images can be changed
- 3.To change the composition of an image
- 4.To describe how images can be changed for different uses
- 5.To make good choices when selecting different tools
- 6.To recognise that not all images are real
7. To evaluate how changes can improve an image

#### OUTCOME/COMPOSITE

**OUTCOME/COMPOSITE**

Pupils will understand what an invasion game is. They will be able to work together in a team and plan an invasion game in line with the rules. They will have a developing understanding of 'attack and defence' and will be able to apply in game situations.

**OUTCOME/COMPOSITE**

Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application. This unit progresses pupils' skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate 'fake' images, combining all of their new skills.