

Summer 1 sequence of learning – Key Stage 2, Year 3



Geography: Volcanoes

PRIOR KNOWLEDGE

Pupils will have learnt about agriculture, rivers and mountains.

INTENT

Disciplinary focus: Interaction
How do volcanoes affect a place?

VOCABULARY

Structure and composition of the earth. How and why volcanoes erupt. Types of volcanoes: Active, dormant and extinct volcanoes. Link to settlements with section on why people still live near volcanoes. Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)

Geographical skills: Using diagrams, describing distribution

SEQUENCE OF LEARNING

1. The journey no one will make
2. What happens when a volcano erupts?
3. How are volcanoes formed?
4. Active, dormant and extinct volcanoes
5. Mount Etna
6. Why do people choose to be near a dangerous volcano?

OUTCOME/COMPOSITE

Pupils to tell parents how volcanoes affect a place in a parent café.

History: Ancient Greece

PRIOR KNOWLEDGE

Pupils will have learnt about Persia and Greece.

INTENT

Pupils will learn about the innovation of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature.

VOCABULARY

Athenian democracy and empire, Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – including Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle

Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?

SEQUENCE OF LEARNING

1. Athens tries something different.
2. The Peloponnesian War
3. The Parthenon.
4. Greek Literature.
5. The Odyssey.
6. The Greeks loved Philosophy.

OUTCOME/COMPOSITE

Invite parents in prior to collection to share their learning.

Religious Education: Judaism 2 – Joseph, Moses and the Exodus

PRIOR LEARNING

This half term of RE will draw on the pupil's understanding from the last Judaism unit.

INTENT

Key Question: Why do Jews celebrate the festival of Passover?

VOCABULARY

Including the following stories from the Hebrew bible:
Joseph in Egypt.
Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle).
Mount Sinai and 10 commandments
Promised Land.
Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.

SEQUENCE OF LEARNING

1. Joseph and his coat of many colours.
2. Slaves in Egypt.
3. Let my people go!
4. The last night in Egypt.
5. The sea, the mountain, the law and the tent.
6. Why are these stories important for Jews?

OUTCOME/COMPOSITE

Invite parents in to share work with parents.

British Sign Language (BSL):

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.

INTENT

To communicate with Deaf people in British Sign Language (BSL) involving simple relevant signs, simple relevant words and sentences.

VOCABULARY

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, o'clock, half past

SEQUENCE OF LEARNING

1. Days of the week
2. Review numbers 1-12 -ready for telling the time
3. Time o'clock
4. Time half past

OUTCOME/COMPOSITE

Pupils give and receive information about days of the week and time.

Science: Animals including humans

PRIOR KNOWLEDGE

Basic stages of an animal life cycle. The importance of exercise for humans. The basic needs of animals including humans for survival.

INTENT

Pupils will develop knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct their own research to answer questions.

VOCABULARY

Nutrients, nutrition, carbohydrates, protein, fats, vitamins, water, fibre, skeleton, bones, joints, endoskeleton, exoskeleton, vertebrates, invertebrates, muscles, contract, relax.

Different animals are adapted to eat different foods. Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract. Movable joints connect bones.

SEQUENCE OF LEARNING

1. To identify that animals and humans need the right types and amounts of nutrition.
2. To identify that animals and humans cannot make their own food; they get nutrition from what they eat.
3. To identify that some animals and humans have skeletons for support, protection and movement.

OUTCOME/COMPOSITE

Pupils will work with a local Vets to investigate skeletons.

PSHE: Relationships

PRIOR KNOWLEDGE

To know that everyone's family is different. Families function well when there is trust, respect, care, love and co-operation. There are lots of forms of physical contact within a family.

INTENT

Pupils will revisit family relationships and identify the different expectations and roles that exist within the family home; learn that they are part of a global community, and they are connected to others they don't know in many ways e.g. through global trade.

VOCABULARY

Unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, conflict, win-win, solution, solve-it-together, problem-solve, internet, social media.

Know that different family members carry out different roles or have different responsibilities within the family

Know some of the skills of friendship, e.g. taking turns, being a good listener

Know some strategies for keeping themselves safe online

Know that they and all children have rights (UNCRC)

SEQUENCE OF LEARNING

1. To discuss family roles and responsibilities.
2. To consider the importance of friendship.
3. To identify ways to keep myself safe online.
4. To show respect in how they treat others.
5. To know how to help themselves and others when they feel upset or hurt.

OUTCOME/COMPOSITE

Pupils will contribute to Difference Day and organise for some guest speakers to come in to school to discuss their roles in society. Children to also request pupils within the school to participate and share why they feel that they are different.

Art: Ancient Greek Pottery

PRIOR KNOWLEDGE

Paint can be applied by simple print blocks like potato print etc. A symmetrical image is formed by folding paper and printing on the facing side. Some materials can be moulded or engraved with to make imprints (eg plasticene).

INTENT

Pupils to explore the design of Greek pottery and to develop that style into their own design for a Greek plate or shield. They will learn the process of relief printing on black paper to producing artwork inspired by Ancient Greek pottery

VOCABULARY

Imprint, relief print, print block, motif, artisans, mirror image, reflected, palette, media, secondary source

SEQUENCE OF LEARNING

1. To explore the repeated/geometric patterns on Ancient Greek Artwork, create a simple pattern in that style.
2. To examine Ancient Greek pottery to find out what life was like (secondary source).
3. To consider the limited palette influenced by the media artisans used.
4. To investigate the themes used on Ancient Greek plates like war and mythology. Also include repeated patterns for borders.
5. To learn skills to transfer initial design to a printing block, including knowing the image will be mirror image. To use Safeprint.
6. To create finished print using terracotta print ink on the block, printed onto black paper.
7. To evaluate design.

OUTCOME/COMPOSITE

Pupils will produce 30 x 30cm circular printed images using terracotta on black paper. This will create a plate design

Design and Technology: Food – eating seasonally

PRIOR KNOWLEDGE

Pupils can name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.

INTENT

Pupils will understand the term 'seasonal' and understand that eating seasonal fruit and vegetables has a positive effect on the environment. Students will design their own seasonal recipe using seasonal ingredients.

VOCABULARY

Climate, exported, imported, mediterranean climate, nationality, nutrients, polar climate, recipe, seasonal food, seasons, temperate climate, tropical climate.

SEQUENCE OF LEARNING

1. Where in the world? To know that climate affects food growth.
2. British seasonal foods - To understand the advantages of eating seasonal foods grown in the UK.
3. Rainbow food - To create a recipe that is healthy and nutritious using seasonal vegetables.
4. Making tarts - To safely follow a recipe when cooking.

OUTCOME/COMPOSITE

To have made a seasonal meal using fruit. To celebrate and share their meal with a friend or family member.

MUSIC: Ballads

PRIOR KNOWLEDGE

The word 'crescendo' means a sound getting gradually louder. Some traditional music around the world is based on five notes called a 'pentatonic' scale. A pentatonic melody uses only the five notes C D E G A.

INTENT

To understand, write lyrics to, and perform a ballad.

VOCABULARY

Ballad, ensemble, compose

SEQUENCE OF LEARNING

1. What is a ballad? To sing a ballad and explain what it is.
2. Performing a ballad - To be able to perform a ballad with an understanding of style.
3. The story behind the song - To understand that ballads tell a story.
4. Writing lyrics - To be able to write lyrics for a ballad.
5. Singing my ballad - To take part in a group performance.

OUTCOME/COMPOSITE

Write a verse with rhyming words which tell part of a story, then perform their lyrics fluently and with actions to

showing scenes from Greek warfare or mythology. These will be exhibited.

another Y3 class.

Physical Education (PE): Run – Jump – Throw

Computing: Programming

PRIOR KNOWLEDGE

Pupils will have been developing their fundamental movement skills throughout their prior PE units.

PRIOR KNOWLEDGE

Pupils develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. design algorithms, test those algorithms as programs and debug them.

INTENT

Pupils will acquire and develop fundamental skills that underpin athletic events. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events.

INTENT

Pupils will explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They are introduced to a selection of motion, sound, and event blocks which they use to create their own programs, featuring sequences.

VOCABULARY

Technique, rules, pacing, sprinting, jumping, throwing, baton, changeovers

VOCABULARY

Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.

SEQUENCE OF LEARNING

1. To develop a solid sprint technique and apply it in a relay with an understanding of a baton changeover.
2. To understand the term 'pacing' and be able to jog for a sustained period without stopping or walking.
3. To be able to perform a variety of jumps safely and effectively.
4. To develop the skills used to participate in the triple-jump.
5. To develop skills to 'throw for accuracy'.
6. To acquire skills to 'throw for distance'.

SEQUENCE OF LEARNING

1. To explain how to search for information about others online.
2. To explore a new programming environment.
3. To identify that commands have an outcome.
4. To explain that a program has a start.
5. To recognise that a sequence of commands can have an order.
6. To change the appearance of my project.
7. To create a project from a task description.

OUTCOME/COMPOSITE

OUTCOME/COMPOSITE

Pupils will be able to identify that athletics includes running, jumping and throwing events. Pupils will be able to perform all of these with a developing technique. Pupils will successfully apply these skills at their annual Sports Day.

Pupils will make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.