

Spring 2 sequence of learning – Key Stage 2, Year 3



Geography: Agriculture

PRIOR KNOWLEDGE

Pupils will have learnt about settlements and rivers.

INTENT

Pupils will learn the different farming types and how food affects farming.

Disciplinary focus: interaction
How are we connected to farmers?

VOCABULARY

Arable farming, pastoral farming, mixed farming, how farming changes the landscape.

How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).

Sheep farming in Wales - Snowdonia.

Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex

SEQUENCE OF LEARNING

1. What is agriculture?
2. Arable farming.
3. Pastoral farming.
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales.

OUTCOME/COMPOSITE

Parents in to learn how we are connected to farmers.

History: Persia and Greece

PRIOR KNOWLEDGE

Pupils will have learnt about the Indus Valley civilisation

INTENT

Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires.

VOCABULARY

Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Greek religion – gods and goddesses.

Disciplinary focus: similarity and difference What did Greek city-states have in common

SEQUENCE OF LEARNING

1. The king of kings
2. The Persian Empire
3. The Greek city states
4. Greek gods and goddesses
5. The Greek language and The Iliad.
6. The Greek and Persian wars

OUTCOME/COMPOSITE

Invite parents in prior to collection to share their learning.

Religious Education: Judaism 1 Abraham, Isaac, Jacob

PRIOR LEARNING

This half term of RE will draw on the children's understanding other religions from KS1 and previous terms.

INTENT

Pupils will learn the importance of the Promised Land to Jewish people.
Key Question: Why is the Promised Land so important in Judaism?

VOCABULARY

How have stories from the Hebrew Bible shaped Judaism?

How did the Jews explain what they saw and experienced?

Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.

SEQUENCE OF LEARNING

1. The Hebrew Bible
2. The story of Abram and Sarai
3. Abram becomes Abraham
4. Abram and his son, Isaac
5. The story of Isaac and Rebekah
6. The story of Jacob and Rachel

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. Know the days of the week.

INTENT

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

VOCABULARY

Friend, long/short hair, brown eyes, blue eyes, brown hair, blond hair, tall, short

SEQUENCE OF LEARNING

To know how to give and receive simple information about friends and teachers.

1. Who is your friend? My friend is ...
She is ... years old.
2. What does your friend look like?
She has short blond hair.
3. Who is ... friend?
Her friend is ... She has blue eyes.
4. Who is the P.E teacher?
Miss Rai is the P.E. teacher

OUTCOME/COMPOSITE

Pupils give and receive information about friends and teachers.

Science: Forces (magnetism)

PRIOR KNOWLEDGE

May have an awareness of how to make things stop and start, using simple pushes and pulls. They may know about floating and sinking.

INTENT

Pupils will be able to group everyday materials based on whether they are magnetic or not. Pupils will be able to explain that magnets attract some materials and repel others.

VOCABULARY

Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass

Magnets exert attractive forces on some materials.
Magnets exert attractive and repulsive forces on each other.

SEQUENCE OF LEARNING

1. Compare how things move on different surfaces.
2. To notice that some forces need contact between two objects, but magnetic forces can act at a distance.
3. Compare and group together everyday materials based on whether they are attracted to a magnet or not.
4. To observe how magnets attract or repel each other and attract some materials and not others.
5. To predict whether two magnets will attract or repel each other depending on which poles are facing.

OUTCOME/COMPOSITE

Pupils to make a magnetic game.

PSHE: Healthy Me

PRIOR KNOWLEDGE

Pupils know about having a healthy relationship with food and making healthy choices. Know about things that make them feel relaxed and stressed.

INTENT

Pupils talk about the importance of exercise and how it helps your body to stay healthy; talk about their heart and lungs, discuss what they do and that they are very important; talk about calories, fat and sugar

VOCABULARY

Oxygen, energy, calories / kilojoules, heartbeat, Lungs, heart, fitness, labels, sugar, fat, saturated fat, Healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice.

Know how exercise affects their bodies
Know that there are different types of drugs
Know that there are things, places and people that can be dangerous
Know when something feels safe or unsafe

SEQUENCE OF LEARNING

1. To decide whether I have made / how to make a healthy choice?
2. To understand what a healthy, balanced diet is.
3. To discuss: What Do I Know About Drugs?
4. To discuss ways of staying safe.
5. To discuss whether a choice is safe or unsafe.

OUTCOME/COMPOSITE

Know why their hearts and lungs are such important organs
Know that the number of calories, fat and sugar that they put into their bodies will affect their health.

Physical Education (PE): Strike – React – Rally

PRIOR KNOWLEDGE

Pupils will have explored their fundamental movement skills in their 'Agility – Balance- Coordination' unit. Pupils will have a developing understanding of the importance of teamwork when aiming for a specific outcome.

INTENT

Pupils will acquire and develop skills to be able to rally using hand pads and tennis rackets.

VOCABULARY

NET and WALL games, forehand, backhand, ready position, rally, racket

SEQUENCE OF LEARNING

1. To develop hand-eye coordination skills.
2. To acquire skills to use the hand paddles to return a hand-feed.
3. To acquire skills to be able to use the hand paddles to rally with a partner.
4. To understand how the directing the movement of the hand paddle will impact the direction of the ball.
5. To be able to rally competitively and use the concept of 'my personal best'.
6. To use hand paddles / rackets to play small tennis-based games.

OUTCOME/COMPOSITE

Pupils will understand what NET / WALL games are and give examples of these sports. Pupils will know that how they move their hand paddle will impact the direction of travel of the ball. Pupils will start to challenge themselves to have longer and more controlled rallies and be able to use a developing technique within these rallies.

Computing: Animation

PRIOR KNOWLEDGE

Pupils will have used j2e pictogram tool which can be accessed online using a desktop, laptop or tablet computer. Your school may have access to an equivalent alternative which could be used instead.

INTENT

Pupils will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to their animation, such as music and text.

VOCABULARY

Animation, flipbooks, stop-frame animation, storyboard, consistency

SEQUENCE OF LEARNING

1. To explain how people can represent themselves in different ways online.
2. To explain that animation is a sequence of drawings or photographs.
3. To relate animated movement with a sequence of images.
4. To plan an animation.
5. To identify the need to work consistently and carefully.
6. To review and improve an animation.
7. To evaluate the impact of adding other media to an animation.

OUTCOME/COMPOSITE

This unit progresses pupils' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations of a game of coconut football, using characters from the VIPERS novel "Nim's Island". Following this unit, pupils will further develop their video editing skills in Year 5.

