

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



Geography: Mountains

PRIOR KNOWLEDGE

Children have learnt about the similarities and differences between the River Indus and River Severn through learning about how rivers are formed and the journey that they take.

INTENT

To understand what a mountain is, why people live on mountains and compare the similarities and differences between the Andes and Snowdonia.

VOCABULARY

Hill, mountain, Ben Nevis, mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, summit, Alps, adapted, Andes, terraced farming, mountain pass, Cairngorms, Highlands, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level, temperature

SEQUENCE OF LEARNING

1. What is a mountain?
2. Mountain ranges
3. Why do people live on mountains?
4. Living in the Andes
5. Mountainous regions of the UK
6. Snowdonia

OUTCOME/COMPOSITE

Children will verbalise what a mountain is and compare the Andes and Snowdonia.

Religious Education: More Hindu stories

PRIOR KNOWLEDGE

Children have learnt the story of Rama and Sita.

INTENT

To be able to retell a variety of Hindu stories using the correct vocabulary.

VOCABULARY

Holy, Manu, Matsya, reveal, Vedas, boarded, souls, journey, evil, conch, wrestled, defeated, precious, life-giving, chakra, lotus, mace, mind, offerings, offered, charm, chanted, priest, weapon, purity, infinite, infinity, Sanskrit, sacrifices, blessings, consuming, versions, Mahabharata, hero, Arjuna, royal, warriors, bow and arrow, archer, jealous, envy, exile, blood raged, charioteer, Krishna, battlefield, conversation, avatars, flute

SEQUENCE OF LEARNING

1. Manu and Matsya the fish
2. The Vedas in danger!
3. Vishnu and his symbols
4. A changing religion
5. Arjuna faces the battlefield
6. Arjuna and Krishna have a conversation

OUTCOME/COMPOSITE

Children will retell a variety of Hindu stories with the use of correct vocabulary.

History: Cradles of Civilisation

PRIOR LEARNING

Children understand Howard Carter's relation to Egypt and how the ancient Egyptians lived.

INTENT

To understand what a civilisation is and be able to discuss the similarities of different civilisations.

VOCABULARY

Tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile, Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic, Assyria, Indus Valley, Shang, nomadic, cradle, bronze, altar, sacrifice, decipher, sculptures, mythical, decorative

SEQUENCE OF LEARNING

1. The land of the two rivers
2. Trade, building, writing
3. The Epic of Gilgamesh
4. Cradles of civilisation
5. Similarities between civilisations
6. Art in ancient civilisations

OUTCOME/COMPOSITE

Children will verbalise the similarities and differences of different civilisations.

BSL (British Sign Language):

PRIOR KNOWLEDGE

To know the BSL alphabet

INTENT

To use formal greetings in BSL

VOCABULARY

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

SEQUENCE OF LEARNING

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

OUTCOME/COMPOSITE

Children will address and greet another BSL user

Art: 18th Century watercolours vs cave painting

PRIOR KNOWLEDGE

Children have experimented with a variety of different media for mark making and investigated how charcoal can be layered and shaded.

INTENT

To be able to compare and evaluate mark making techniques, such as, watercolour painting, charcoal and pastels.

VOCABULARY

Experiment, charcoal, watercolour, explore, pigments, media, compare, pastel, mark making, techniques, cavemen, style, evaluate, colour mixing

SEQUENCE OF LEARNING

1. To explore colour mixing and mark making techniques with paint.
2. To develop specific skills using watercolour.
3. To study early mark-making made by cavemen and use soft pastels and charcoal to produce similar style animal drawings.
4. To mix natural pigments to create actual cave paintings of indigenous wild animals.
5. To study the work of 18th century wildlife artists. To plan and create watercolour painting of the same indigenous animal.
6. To finish the painting then compare and evaluate the cave and watercolour paintings.

OUTCOME/COMPOSITE

Children will plan and create a watercolour painting of an indigenous animal.

PSHE: Celebrating difference

PRIOR KNOWLEDGE

Children have learnt to understand that it is ok to be different, they can explain what bullying is, feelings associated with bullying and how and where to get help if they or someone they know is being bullied.

INTENT

In this Puzzle (unit), the children discuss their families- they will learn the differences and conflicts that families can have and how to deal with bullying (to themselves or others).

VOCABULARY

Family, loving, caring, connected, safe, difference, special, conflict, together, resolve, solutions, witness, bystander, bullying, gay, unkind, feelings, banter, consequences, hurtful, compliment, unique, similarity

SEQUENCE OF LEARNING

1. I understand that everybody's family is different and important to them.
2. I understand that differences and conflicts sometimes happen among family members.
3. I know what it means to be a witness to bullying.
4. I know that witnesses can make the situation better or worse by what they do.
5. I recognise that some words are used in hurtful ways.
6. I can tell you about a time when my words affected someone's feelings and what the consequences were.

OUTCOME/COMPOSITE

Children will recognise that differences in families is normal, understand that they can be a witness to bullying and understand that words can be hurtful.

Science: Light and seeing

PRIOR KNOWLEDGE

Children will have explored the uses of everyday materials and found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Physical Education (PE): Balance- Travel- Flair

INTENT

PRIOR KNOWLEDGE

Pupils can apply their basic movements, including agility, balance and coordination with increased fluency within.

VOCABULARY

INTENT

To develop balance, flexibility, technique and control through gymnastic activities.

VOCABULARY

Body, position, bent, tuck, pike, forwards, backwards, straight, straddle, split, balance, static, tension, extension, travel, sequence, movement, egg, pencil, dish, roll, perform, fluid, pattern, contact, apparatus, control

3.To recognise that light from the sun can be

SEQUENCE OF LEARNING

- 1.To perform the key shapes with tension and extension.
- 2.To understand the difference between front and back support and perform balances on 1,2,3,4 points of contact.
- 3.To explore different rolls on the floor.
- 4.To travel and move on all the apparatus in a safe way.
- 5.To apply travel and balances in a sequence and perform to some of the class.
- 6.To refine and improve the quality of the individual sequence.

create their own shadow puppets and will be able to

OUTCOME/COMPOSITE

Children will be able demonstrate their developed balance, flexibility, technique and control by sequencing the movements into a performance.

Music: Traditional instruments and improvisation (India)

PRIOR KNOWLEDGE

Children have learnt to choose appropriate dynamics, tempo and timbre for a piece of music.

Computing: Desktop publishing

INTENT

PRIOR KNOWLEDGE

Children understand technology and how they can interact with it. They will understand the uses of digital devices and how they can be connected through different sources.

VOCABULARY

INTENT

To understand that messages can be communicated with the use of text and images.

VOCABULARY

Internet, platforms, risks, text, images, communicate, desktop publishing, font, size, colour, return, backspace, shift, keys, templates, orientation, placeholders, software, screenshots, videos, copy, paste

(continued).

SEQUENCE OF LEARNING

1. Internet safety
2. Words and pictures
3. Can you edit it?
4. Great template!
5. Can you add content?
6. Lay it out
7. Why desktop publishing?

musical notation.

OUTCOME/COMPOSITE

Children will create a magazine front cover using text and images to communicate a message.

Design and Technology (DT): Digital World- Wearable technology

PRIOR KNOWLEDGE

Children will have explored the use of 3D nets. They will know how to design, construct and evaluate an item against a success criterion.

KEY TEXTS

