

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



Geography: Climate and Biomes

PRIOR KNOWLEDGE

Pupils will have learnt about settlements and rivers.

INTENT

Disciplinary focus: interaction

How does the climate affect the way people live?

VOCABULARY

Continent of Europe

Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates

Depth focus: Mediterranean climate

Depth focus: Temperate climate, using examples of Rhine &

UK ready for ongoing regional comparison

Geographical skills: World map and key lines of latitude

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

Pupils to tell parents how climate affects the way people live.

History: Alexander The Great

PRIOR KNOWLEDGE

Pupil will have learnt about Ancient Greece.

INTENT

Pupils will build on their understanding of the conflicts between Greece and Persia and learn about the rise of Alexander the Great and his conquests across Europe and Asia.

VOCABULARY

childhood, education, early battles, conquest of Persia, death.

Disciplinary focus: causation How did Alexander the Great conquer so much land?

SEQUENCE OF LEARNING

1. Greece and Macedon
2. King Philips makes Macedon great.
3. Alexander: from boy to king
4. Alexander's battles
5. Alexander conquers Persia
6. The wonderful library of Alexandria

OUTCOME/COMPOSITE

Invite parents in prior to collection to share their learning.

Religious Education: Judaism 3 – Samuel, Saul and the Kingdom

PRIOR LEARNING

This half term of RE will draw on the children's understanding from the last Judaism two units.

INTENT

Key Question: How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?

VOCABULARY

Captivity, destruction, temple, King Nebuchadnezzar, Jews, Promised Land, practices, customs, rituals.

SEQUENCE OF LEARNING

1. The scouts, the serpent and the wilderness.
2. The law, the walls, the judges and a king.
3. Two kings: Saul and David.
4. King Solomon builds the Temple in Jerusalem.
5. Captives in Babylon.
6. How do Jews worship without the Temple?

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 days of the week. Know time o'clock and half past.

INTENT

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

Pupils will use a range of prepositions & describe locations within the classroom.

VOCABULARY

under, over, next, behind, in front, left, right, toilet, board, desk

SEQUENCE OF LEARNING

1. Directionality: Use eye gaze correctly with signing
2. Directionality: When pointing is used to refer
3. Using prepositions to describe simple locations within the classroom
4. Communicate where the toilets are, where the text books are

OUTCOME/COMPOSITE

Pupils give and receive information about locations within the classroom.

Science: Rocks and soils

PRIOR KNOWLEDGE

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.
Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

INTENT

Pupils will be able to explain the different types of rock and, in a simple manner, how fossils are formed.

VOCABULARY

Rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil, Mary Anning, cast fossil, mould fossil, replacement fossil, extinct, organic matter, topsoil, sub soil, base rock.

SEQUENCE OF LEARNING

1. Compare and group together different kinds of rocks based on appearance and simple physical properties.
2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
3. Recognise that soils are made from rocks and organic matter.

OUTCOME/COMPOSITE

Pupils will make their own fossils using chocolate/sweets and be able to explain how they have been formed.

PSHE: Changing Me

PRIOR KNOWLEDGE

There are different life cycles in nature including that of humans. They know some changes between baby, toddler, child, teenager, adult and old age.

INTENT

Pupils look at the outside body changes in males and females; learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup.

VOCABULARY

Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina, vulva, stereotypes.

SEQUENCE OF LEARNING

1. To understand how babies grow.
2. To discuss the development of babies.
3. To discuss outside body changes as we grow older.
4. To discuss internal body changes as we grow older.
5. To discuss and consider family stereotypes.

OUTCOME/COMPOSITE

Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. Know some of the outside and inside changes that happen during puberty.

Physical Education (PE): React – Retrieve - Roll

PRIOR KNOWLEDGE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

INTENT

Pupils will acquire and develop fundamental skills that will form the foundation of their learning in striking and fielding activities in Year 4, 5 and 6.

VOCABULARY

Underarm throw, overarm throw, catch, teamwork, deep fielder.

SEQUENCE OF LEARNING

1. To understand the importance of hand-eye coordination and be able to move to receive the ball.
2. To be able to use a short barrier to stop the ball and roll the ball accurately with a variation of power
3. To play small-sided games, which involve rolling the ball whilst 'batting' and rolling the ball when 'fielding'.
4. To be able to react quickly to retrieve a ball.
5. To understand the basic rules of small-sided striking and fielding games.
6. To be able apply skills learnt in small-sided competitive games.

OUTCOME/COMPOSITE

Pupils will be able to play small sided striking and fielding games. They will be able to react to retrieve the ball with

Computing: Programming B – Programming Animations

PRIOR KNOWLEDGE

Pupils understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs and realise these designs in Scratch Jr using blocks of code. Finally, learners can evaluate their work and make improvements to their programming projects.

INTENT

Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit introduces programming extensions, using pen blocks. Learners draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.

VOCABULARY

Selection, motion, sound, event, blocks, program, sequence.

SEQUENCE OF LEARNING

1. To demonstrate how to use key phrases in search engines to gather accurate information online.
2. To explain how a sprite moves in an existing project.
3. To create a program to move a sprite in four directions.
4. To adapt a program to a new context.
5. To develop my program by adding features.
6. To identify and fix bugs in a program.
7. To design and create a maze-based challenge.

OUTCOME/COMPOSITE

To successfully create a sequence using Scratch programming.

MUSIC: Myths and legends

PRIOR KNOWLEDGE

A ballad tells a story through song. Lyrics are the words of a song. In a ballad, a 'stanza' is a verse.

INTENT

To understand rhythms and texture and use these within own compositions.

VOCABULARY

Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre.

SEQUENCE OF LEARNING

1. Rhythm and structure: To create a rhythm.
2. Structured graphic score: To show structure on a graphic score.
3. Layered graphic score: To write a graphic score to show texture.
4. Compose with structure: To compose a piece of music with a given structure.
5. Rehearse and perform: To perform a group composition.

OUTCOME/COMPOSITE

Perform their composition accurately, following the structure score to a Y3 class in another school.

speed and be able to roll the ball back to the target with accuracy and the desired power.