

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



Geography: Rivers

PRIOR KNOWLEDGE

Children have learnt daily and seasonal weather patterns in the UK, their immediate environment and in relation to the Equator.

INTENT

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

VOCABULARY

Mountain, Tibet, mountain range, Himalayas, stream, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, riverbed, turbulent, course, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro-electric, power, parched, palla, province, Sindh, Delicacy, revive, natural flow, migrate, spring, source, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, ground water, transpiration, erosion, erodes, particles, load, deposits, deposition, upper course, V-shaped valley, spurs, mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves, Welsh, River Severn, Wales, Shrewsbury, cattle, salmon, streamlined, bore, Gloucester, tide, curlews, sandpipers, mud flats, conservation, pollute, pollution

SEQUENCE OF LEARNING

1. The mighty River Indus
2. The changing River Indus
3. How rivers get their water
4. How a river shapes the land: the young river
5. How a river shapes the land: the mature river
6. Britain's longest river: the River Severn

OUTCOME/COMPOSITE

Children will verbalise the journey of a river and compare the River Indus to the River Severn.

History: Ancient Egypt

PRIOR KNOWLEDGE

Children have explored the history of toys throughout the years.

INTENT

To understand Howard Carter's relation to Egypt and gain understanding about the lives of ancient Egyptians.

VOCABULARY

Valley of the Kings, archaeologist, excavate, tomb, ruler, ancient Egypt, remains, hieroglyphics, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean Sea, kingdom, crown, pharaoh, united, taxes, fertile, mine, pyramids, Giza, scribes, sacred carvings, overpower, enemies, chariot, ankh, hawk, Amun Ra (god), Osiris (god), Isis (goddess), universe, order, flooded, Anubis (god), afterlife, underworld, soul, limb, decay, preserve, embalm, mummy, mummification, Rosetta Stone, translate, inscription, cartouche, carved, papyrus

SEQUENCE OF LEARNING

1. Howard Carter gets a big surprise
2. How did the ancient Egyptians live?
3. How did ancient Egypt change over time?
4. What did the ancient Egyptians believe?
5. What did ancient Egyptians believe about death?
6. How did the ancient Egyptians write?

OUTCOME/COMPOSITE

Children will verbalise the life of ancient Egyptians and role play the process of mummification.

Religious Education: A Hindu story- Rama and Sita

PRIOR LEARNING

Children will have learnt about the Jewish way of life and can recognise the vocabulary in a Jewish prayer.

INTENT

To be able to retell the story of Rama and Sita.

VOCABULARY

Believers, Hindus, Hinduism, beliefs, Indus, Rama, epic, Ramayana, Sita, Lakshmana, deer, kingdom, subjects, succeeds, prosperous, Vishnu, embodiment, manhood, decree, banish, companion, oath, throne, demon, chariot, entranced, Hanuman, symbol, victory, altar, dharma, order, Diwali, duty, devotion, path

SEQUENCE OF LEARNING

1. An ancient story
2. Four sons for the king Ayodhya
3. Rama and Sita leave the kingdom
4. Rama, Sita and the demon Ravana
5. Rama and Sita return
6. Understanding the story of Rama and Sita

OUTCOME/COMPOSITE

Children will retell and perform the ancient story of Rama and Sita.

British Sign Language (BSL):

PRIOR KNOWLEDGE

N/A

INTENT

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

VOCABULARY

British Sign Language, Deaf awareness, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened

SEQUENCE OF LEARNING

1. Basic deaf awareness e.g. tapping on shoulder, no shouting, eye contact, facial expressions
2. Alphabet a-g
3. Alphabet h-o
4. Alphabet p-z
5. Using letters to sign names

OUTCOME/COMPOSITE

Children will use BSL to sign their name and understand other pupils sign names

Design and Technology: Structures- constructing a roundhouse

PRIOR KNOWLEDGE

Children have explored levers, linkages and pivots through existing products and experimentation. They have used this learning to construct and assemble a moving scene.

INTENT

To design a roundhouse which is made up of multiples of 3D shapes.

VOCABULARY

2D, 3D, roundhouse, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab

SEQUENCE OF LEARNING

1. To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
2. To design a roundhouse.
3. To construct 3D nets.
4. To construct and evaluate my final product.

OUTCOME/COMPOSITE

Children will make a stable and strong roundhouse model 3D model.

PSHE: Being me in my world

PRIOR KNOWLEDGE

Children have learnt how to recognise the feeling of worry and how to cope with this. They have learnt about rights, responsibilities, rewards and consequences.

INTENT

In this Puzzle (unit), the children discuss their worth—they talk about facing new challenges and making responsible choices— they discuss why rules are needed— they learn about the importance of understanding other people's feelings— they learn about how their actions can affect others.

VOCABULARY

Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, behaviour, consequences, actions, rewards, fairness, choices, cooperate, challenge, belong

SEQUENCE OF LEARNING

1. I recognise my worth and can identify positive things about myself and my achievements.
2. I can face new challenges positively, make responsible choices and ask for help when I need it.
3. I understand why rules are needed and how they relate to rights and responsibilities.
4. I understand that my actions affect myself and others and I care about other people's feelings.
5. I can make responsible choices and take action.
6. I understand my actions affect others and try to see things from their points of view.

OUTCOME/COMPOSITE

Children will recognise their worth, understand why rules are needed and take responsibility for their own choices.

Physical Education (PE): Agility- Balance-
Coordination

PRIOR KNOWLEDGE

Pupils will have developed fundamental movement skills. They will have developed their hand-eye coordination and be able to apply this within net and wall games.

INTENT

To continue to develop basic movements, including agility, balance and coordination.

VOCABULARY

Agility, balance, coordination, warm up, prepare, active, control, hand-eye, throw, catch, stretching, receive, pass, spatial awareness, footwork, movement, evaluate, feedback

SEQUENCE OF LEARNING

- 1.Acquire skills to move your body in different ways in a controlled and co-ordinated way.
- 2.To move in a zig-zag pattern.
- 3.To participate in an agility circuit.
- 4.To track an object with your eyes.
- 5.To understand the term 'hands ready'.
- 6.To evaluate yours and others movement and give feedback to help them improve their performance.

OUTCOME/COMPOSITE

Pupils will be able to apply their basic movements, including agility, balance and coordination with increased fluency within their future lessons and sport in the community.

Computing: Connecting computers

PRIOR KNOWLEDGE

Children will know that sequences of commands have an outcome. They understand how data can be collected and how to organise data.

INTENT

To understand different digital devices and the methods that they can be connected.

VOCABULARY

Digital, device, internet, collect, share, information, input, process, output, programs, compare, contrast, connected, connections, networks, users, systems, server, wireless, functionality

SEQUENCE OF LEARNING

1. Internet safety
2. How does a digital device work?
3. What parts make up a digital device?
4. How do digital devices help us?
5. How am I connected?
6. How are computers connected?
7. What does our school network look like?

OUTCOME/COMPOSITE

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

KEY TEXTS

