

# Spring 1 sequence of learning – Key Stage 2, Year 3



## Geography: Settlements & Cities

### PRIOR KNOWLEDGE

Pupils will have learnt about rivers and how settlements were built up around them.

### INTENT

Pupils will be able to identify major cities in the UK with the focus on Cardiff and London. Pupils will learn the different settlement types.

Disciplinary focus: diversity  
How are settlements similar and different?

### VOCABULARY

Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.

Major cities in the UK – locational overview

London as a conurbation and London boroughs

Two cities: Cardiff and London, including economy & transport.

How do people move about in Cardiff?

How do people move about in London?

Patterns of settlement in Cardiff and London.

### SEQUENCE OF LEARNING

1. What is a settlement?
2. What is a village?
3. What is a town?
4. What is a city?
5. London: the largest city in the UK.
6. Cardiff is a city.

### OUTCOME/COMPOSITE

Invite parents in for learning café about how settlements differ.

## History: Indus Valley Civilisation

### PRIOR KNOWLEDGE

Pupils will have learnt about Cradles of Civilisation.

### INTENT

Pupils will be able to understand key ideas about the Indus Civilisation including their architecture, trade and travel. Pupils will learn about rulers and religion during this period.

Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?

### VOCABULARY

Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter.

Puzzles for historians, including rulers and religion.

### SEQUENCE OF LEARNING

1. The dancing girl
2. So many puzzles!
3. Bricks, buildings and baths
4. Making beautiful things
5. Boats and barter, trade and travel.
6. Two more puzzles: rulers and religion.

### OUTCOME/COMPOSITE

Invite parents in prior to collection to share their learning.

## Religious Education: Even more Hindu stories

### PRIOR LEARNING

This half term of RE will draw on the children's understanding of Hinduism from Autumn 1.

### INTENT

Pupils will understand how Hindus show their devotion.  
Key Question: How do Hindus show their devotion?

### VOCABULARY

Ganesha stories and their meanings

Parvati and Shiva - family in Mount Kailash

The festival of Teej - women in Hinduism

Puja ceremony

Puja in Hindu stories

Listening to Hindu people talk about their beliefs and practices.

Optional visit to Hindu temple and/or people.

### SEQUENCE OF LEARNING

1. Worshipping together -family puja
2. Worshipping anywhere, any time?
3. Ganesha, the god of good fortune.
4. The story of Ganesha's birth.
5. Shiva's endings and beginnings.
6. A festival for Parvati.

### 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.

### INTENT

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

### VOCABULARY

Minutes, time, days, weeks, months, years, seasons, o'clock

### SEQUENCE OF LEARNING

To know sign numbers 0-20  
To know sign numbers 21-50  
To know the time at o'clock and half past.  
4. To know the seasons.  
To know the days of the week

### OUTCOME/COMPOSITE

Pupils will use BSL to sign numbers, time and seasons and understand other pupils signing of these.

## Science: Rocks, soil and fossils

### PRIOR KNOWLEDGE

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular 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

There are different types of rock.  
There are different types of soil.  
Soils change over time.  
Fossils tell us what has happened before.  
Palaeontologists use fossils to find out about the past.

### 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: Dreams and goals

### PRIOR KNOWLEDGE

Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere.

### INTENT

Look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The pupils identify their own dreams and ambitions and discuss how it will feel when they achieve them.

### VOCABULARY

perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, garden, decorate, teamwork, enterprise, design, cooperation, product, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, 'Solve It Together' technique, solutions, review, learning, celebrate, evaluate.  
Know that they are responsible for their own learning  
Know what an obstacle is and how they can hinder achievement  
Know how to take steps to overcome obstacles  
Know what dreams and ambitions are important to them

### SEQUENCE OF LEARNING

1. To discuss and develop our dreams and goal.
2. To develop and discuss my dreams and ambitions.
3. To think about new challenges and why there are important.
4. To develop new challenges.
5. To identify how to overcome obstacles to achieving new challenges.

### OUTCOME/COMPOSITE

Know what dreams and ambitions are important to them.  
Know how they can best overcome learning challenges.  
Know that they are responsible for their own learning.

## Art: Dragons, Watercolours & Photoshop

### PRIOR KNOWLEDGE

Collages can be created using paper and other flat materials. Pupils know what a line drawing is (not to include shading and colour).

### INTENT

Line drawings need to be continuous lines to avoid colour bleed when converted to digital format. Photoshop and other digital media software can create multiple images with different effects based on an original line drawing.

Digital and physical artwork can be compared; and different techniques suit different applications. Watercolour paint can create translucent washes and delicate colour when applied with more water.

### VOCABULARY

Continuous, collage, graphics package, digital media, bleed, watercolour, colour wash

### SEQUENCE OF LEARNING

1. To look at and discuss a range of dragon artwork from different cultures and time periods and use these to inspire line drawings.
2. To develop my chosen outline drawing of a dragon into a clear design with well-defined lines (for future digital extension).
3. To complete my dragon picture by hand, using my choice of how to colour it (including collage).
4. To develop skills with watercolour, in the style of Jackie Morris.

### OUTCOME/COMPOSITE

Pupils develop skills in drawing, collage and using layers in graphics package. They will produce different outcomes (one digital, one handmade) from one line drawing image, and they will exhibit and compare them.

## Design and Technology: Mechanical Systems – Pneumatic Toys

### PRIOR KNOWLEDGE

The parts of an object that move together as part of a machine is called a mechanism. A lever is something that turns on a pivot and that a linkage is a system of levers that are connected by pivots.

### INTENT

Pupils design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts while also building on their design knowledge.

### VOCABULARY

Exploded diagram, function, input, linkage, mechanism, motion, net, output, pivot, pneumatic system, thumbnail sketch

### SEQUENCE OF LEARNING

1. To explore pneumatics, investigate and explore different pneumatic systems.
2. To design their own pneumatics toys through thumbnail sketches and exploded diagrams.
3. To create a working pneumatic system and casing for their toys.
4. To add decorations and assemble the final components to complete their pneumatic toys.

### OUTCOME/COMPOSITE

To create a pneumatic toy of a dragon.

## MUSIC: Pentatonic melodies and composition (Theme: Chinese New Year)

### PRIOR KNOWLEDGE

Indian music uses all the sounds in between the 12 'notes' that we are used to in western music. Understand the definitions of tala, tabla, rag, sitar and drone. Many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.

### INTENT

To understand the features of a pentatonic melody and scale and to use this to compose and perform their own piece of music in a group.

### VOCABULARY

Tempo, crescendo, dynamics, timbre, duration. Some traditional music around the world is based on five notes called a 'pentatonic' scale. Creating a pentatonic melody using the notes C D E G A.

### SEQUENCE OF LEARNING

1. To learn about the music used to celebrate the Chinese New Year festival.
2. To play a pentatonic melody.
3. Letter notation: to write and perform a pentatonic melody.
4. To perform a group composition.
5. To perform a piece of music as a group.

### OUTCOME/COMPOSITE

Play their part in a composition confidently. Work as a group to perform a piece of music to their class.

## Physical Education (PE): Create – Inspire - Perform

### PRIOR KNOWLEDGE

Pupils will have developed and secured their fundamental movement skills. They will have refined and developed their agility, balance, and coordination skills.

### INTENT

Pupils will acquire and develop fundamental dance skills that will allow them to convey meanings and feelings through dance and performance.

### VOCABULARY

Motif, Rhythm, Tempo, Canon, Unison, Sequence, Feedback, Choreograph

### SEQUENCE OF LEARNING

1. To understand what 'beat' and 'rhythm' mean and be able to choreograph an 8-beat motif
2. To create a 'pathway' and link with motif to create a 'short sequence'
3. To understand the terms 'match' and 'mirror' and be able to choreograph this into their sequence.
4. To develop the skills to refine their sequence and perform their dance to their peers.
5. To choreograph a dance that reflects a given stimulus.
6. To be able to apply all skills learnt throughout the module and evaluate their learning.

### OUTCOME/COMPOSITE

Pupils will be able to create dance movements and a basic motif. Pupils will be able to choreograph a dance and perform it to their peers. Pupils will be able to use peer-evaluation to give feedback to others.

## Computing: Branching Databases

### PRIOR KNOWLEDGE

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

### INTENT

Pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The pupils will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.

### VOCABULARY

Data, database, data organisation, categories, groups, branching database

### SEQUENCE OF LEARNING

1. To explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
2. To create questions with yes/no answers
3. To identify the object attributes needed to collect relevant data
4. To create a branching database
5. To explain why it is helpful for a database to be well structured
6. To identify objects using a branching database
7. To compare the information shown in a pictogram with a branching database
8. To explain that not all opinions shared may be accepted as true or fair by others

### OUTCOME/COMPOSITE

This unit progresses pupils' knowledge and understanding of presenting information. It builds on their knowledge of data and information from key stage 1. They continue to develop their understanding of attributes and begin to construct and interrogate branching databases as a means of displaying and retrieving information.