



Year 3 Autumn 2

Science: Forces and Magnets

Intent: Compare how things move on different surfaces and identify that some forces need contact between two objects, but magnetic forces can act at a distance. Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify magnetic materials.

Sequence of lessons:

1. Identify that friction is a force between 2 surfaces and slows moving objects.
2. Work scientifically to compare how things move on different surfaces.
3. Carry out an experiment to show that rougher materials have more friction.
4. Investigate which materials are magnetic.
5. State that magnets have 2 poles and that like poles repel each other and opposite poles attract each other.
6. Classify different materials based on whether they are attracted to a magnet or not.

Key Vocabulary: force, push, pull, twist, contact force, magnetic force, magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole.

Impact:

Children can describe the affects of friction and its uses in the wider world. They understand how magnetism works and identify materials which will be attracted to a magnet.

History: Cradles of Civilisation

Intent: To study the land between two rivers: Ancient Mesopotamia –the unique 'cradle'. To consider the geographical overview of ancient civilisations of the world. Study of the ancient Sumer in Mesopotamia via rivers and settlements and via art of ancient civilisations.

Sequence of lessons:

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

Key Vocabulary: tablets, fertile, Sumer, trading herding, weaving, epic, nomadic, Gilgamesh, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative.

Impact:

Children are able to identify the similarities and differences between Ancient Egypt and Ancient Sumer.

Geography: Mountains

Intent: To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people.

Sequence of lessons:

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

Key Vocabulary: Mountain range, Ben Nevis, peak, slope, terraces, Himalayas, Alps, summit, Andes, terraced farming, mountain pass, trek, valleys, Lake District, Highlands, Pennines Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level.

Impact:

Children can describe in detail how mountains and people affect each other.

RE: More Hindu Stories

Intent: To read and understand the stories of Vishnu and his avatars, Manu and Matsya. Learn about the importance of sacred knowledge in Hinduism (through Manu/Matsya story). Consider Ancient texts in Hinduism, including epics Vishnu's symbols. Learn the origins of Hinduism in Indus Valley/Hinduism as a sacred religion.

Sequence of lessons:

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.

Key Vocabulary: holy, Manu, Matsya, conch, wrestled, precious, chakra, purity, Sanskrit, Krishna, exile, avatars.

Impact:

Children understand what Hindus learn from Vishnu's stories and symbols.



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Art: Painting and Mixed Media

Intent: To discover how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.

Sequence of lessons:

1. Can I apply an understanding of prehistoric man made art?
2. Can I understand and use scale to enlarge drawings in different medium?
3. Can I explore how natural products produce pigments to make different colours?
4. Can I select and apply a range of painting techniques?
5. Can I apply painting skills when creating a collaborative artwork?

Key Vocabulary: charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudaina, texture, tone.

Impact:

Children can identify prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.

Computing: Touch typing

Intent: To introduce typing terminology, understand the correct way to sit at the keyboard and learn how to use the home, top and bottom row keys. To practise typing with both the left and right hand.

Sequence of lessons:

1. Can I understand what is meant by the home, bottom, and top rows and touch type?
2. Can I use two hands to type the letters on a keyboard?
3. Can I touch type with my left hand?
4. Can I touch type with my right hand?
5. Can I competently use touch type with two hands and all parts of the keyboard?

Key Vocabulary: Posture, Home keys, space bar, touch type.

Impact:

Children can type on a keyboard using touch type with both hands.

PE: Ball skills

Intent: To develop a variety of ball skills through dribbling with hands, feet, throwing and catching. To develop the appropriate skill for a situation and apply to small group games.

Sequence of lessons:

1. Can I develop dribbling skills with hands and feet?
2. Can I develop tracking and catching skills?
3. Can I develop tracking and throwing skills?
4. Can I develop tracking and kicking skills?
5. Can I track a ball that is not directly to me?
6. Can I apply sending and receiving skills in games?

Key Vocabulary: Track, target, dribbling, control, communication, perseverance, situation.

Impact:

Children understand how to apply dribbling skills to game situations.

PSHE- Celebrating Differences

Intent: To understand how differences should be celebrated and how words and actions affect others.

Sequence of lessons:

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

Key Vocabulary: actions, consideration, empathy, respect, support, decisions, consequences

Impact:

Children can articulate how their words and actions can affect others. They can identify ways to celebrate differences.



Year 3 Autumn

MFL

French

Intent: To listen carefully to instructions. Describe some of the shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour.

Sequence of lessons:

1. Can I recognize and name colour words?
2. Can I describe shapes by their colour?
3. Can I describe shapes by their size and colour?
4. Can I recognize and understand cognates and near cognates?
5. Can I follow instructions in French?

Key Vocabulary: rouge, bleu, jaune, vert, orange, un cercle, un triangle, un carré, un rectangle, grand, petit, c'est

Impact:

Children are able to describe some of the shapes in their work using language of colour, size or shape. They will select the correct decoration according to its colour.

Music

Creating compositions

Intent: Children will learn to tell stories through music. They will listen to music and considering the narrative it could represent. They will pay close attention to the dynamics, pitch and tempo and how they change. They will create original compositions to match an animation, building up layers of texture.

Sequence of lessons:

1. Can I tell a story from a piece of music through movement?
2. Can I create a soundscape using percussion instruments?
3. Can I create a range of sounds to accompany a story?
4. Can I compose and perform a rhythm to accompany a story?
5. Can I compose and notate a short melody to accompany a story?

Key Vocabulary: atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation.

Impact:

Children can play melodies and rhythms which represent a section of animation they are accompanying.

English



Year 3 will be using the reading text 'The Iron Man' for our reading and writing units this term.

We will be considering the opening scene to the Iron Man and creating our own character descriptions before writing a narrative based on the Iron Man's arrival.

We will then be writing explanation texts linked to our Geography and Science work.

Maths

Power Maths and White Rose are used to support our teaching of Maths.

Children will be developing their understanding of

They will develop their written methods for tackling Addition and Subtraction before moving on to mental and written multiplication strategies.

