



Year 3 Spring 1

Science: Plants

(Whole Spring Term)

Intent: Pupils will investigate and identify the parts of a flowering plant. They will be able to explain the function of different parts and will investigate and identify the conditions required for successful growth.

Sequence of lessons:

1. Identify and describe the different parts of flowering plants: roots, stem, leaves & flower.
2. Investigate the requirements of plants for growth – light, air, water, nutrients and how water is transported within plants.
3. Explore that part that flowers play in the life cycle of a flowering plant.
4. To explore the part that seed dispersal plays in the life cycle of a flowering plant

Key Vocabulary: air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, photosynthesis, chlorophyll.

Plants are producers, they make their own food. Leaves absorb sunlight and carbon dioxide. Plants have roots which provide support and draw water from the soil.

Seeds/bulbs require the right conditions to germinate and grow.

Impact: Children can describe the main plant parts and their functions in the life cycle of a flowering plant.

History: Indus Valley Civilisation

Intent: Children will consider key ideas about the Indus Civilisation including their architecture, trade and travel. They will learn about rulers and religion during this period.



Sequence of lessons:

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.

Key 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.

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

Impact: Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation.

Geography: Settlements

Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).



Sequence of lessons:

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. The city of Cardiff

Key Vocabulary: settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban, sprawling settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, Taff, businesses, connect.

Impact: Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement.

RE: Living Hindu Traditions

Intent: Key Question: How do Hindus show their devotion?



Sequence of lessons:

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.

Key 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.

Impact: Children can describe different ways that Hindus demonstrate their devotion to God.



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DT: Food Technology

Intent: Children will learn about seasonal foods and use their understanding to create a seasonal food tart.



Sequence of lessons:

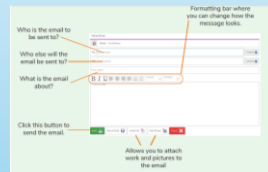
1. Food around the world
2. Seasonal food
3. Cutting and peeling
4. Tasting seasonal ingredients
5. Making a mock up
6. Evaluating seasonal tarts

Key Vocabulary: appearance, arid, climate, complementary, country, cut, design, evaluate, export, fruit, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, taste, temperate, texture, tropical, vegetable, weather

Impact: Children can explain that fruits and vegetables grow in different countries based on their climates. They understand that seasonal fruits and vegetables grow in a given season. They understand that eating seasonal fruit and vegetables positively affects the environment. They design a tart recipe using seasonal ingredients

Computing:

Intent: Children will think about different methods of communication. They will open and respond to an email using an address book. They will learn how to use email safely. They will add an attachment to an email and explore a simulated email scenario.



Sequence of lessons:

1. Communication- To think about different methods of communication
2. Composing emails- To open and respond to an email.
3. Using emails- To learn how to use email safely.
4. Attachments- To learn how to add an attachment to an email.
5. Email Simulations- To explore a simulated email scenario

Key Vocabulary: address book, attachment, blind carbon copy, cc, communication, compose, email, inbox, password, personal information, save to drafts, trusted contact.

Impact: Children can send an email safely with attachments.

PE: Dance (Machines)

Intent: Children will create dances in relation to an idea.

Sequence of lessons:

1. To create actions in response to a stimulus and move in unison with a partner.
2. To select and link appropriate actions and dynamics to show our dance idea.
3. To share ideas of actions and dynamics to create a dance that shows a location.
4. To use straight pathways and clear changes in direction in a line dance.
5. To use formations, canons and unisons to make our line dance look interesting.
6. To understand and use formations.

Key Vocabulary: unison, actions, dynamics, pathways, canons, line dance, locations, formations.

Impact: Children can create dances using a range of movement patterns.

PSHE- Dreams and Goals

Intent: Identify challenges and break down how to achieve them and learn how to overcome obstacles.

Sequence of lessons:

1. Learn how to tell about a person who has faced difficult challenges and achieved success.
2. To identify a dream/ambition that is important.
3. To break down a goal into a number of steps and know how others could help us to achieve it.
4. Learning to be responsible for our learning and using our strengths.
5. To know how to manage feelings of frustration that may occur when obstacles occur.
6. Reflect on our own learning process.

Key Vocabulary: perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, cooperation, challenge, product

Impact: Children can identify their own dreams and ambitions and help others to achieve their goals.



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MFL: French

Intent: Children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.

Sequence of lessons:

- 1, Let's count in French - To count from one to six in French.
- 2, Let's count higher in French - To count beyond six in French.
- 3, How old are you in French? - To use number words to give more information about ourselves.
- 4, Reading French numbers - To recognise the numbers one to twelve, written in French.
- 5, Outdoor games in France - To use the number words one to twelve when playing playground games.

Key Vocabulary: Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze

Impact: Children can recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). They join in with a song using actions and respond to numbers by showing fingers or ticking on whiteboards. They can ask and answer a question about their age. They change their answers and recognise number words. They can listen carefully and relate sounds to a written phoneme. They recall numbers one to 12 with increasingly accurate pronunciation.

Music: Developing singing technique

Intent: To recognise simple rhythmic notation by ear and by sight. To use simple rhythmic notation to compose a Viking battle song.

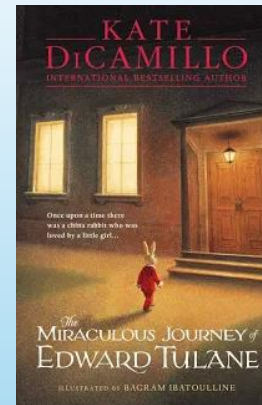
Sequence of lessons:

- 1: Here come the Vikings! - To sing in time with others.
- 2: Sing like a Viking - To sing in time with others.
- 3: Viking notation - To recognise simple rhythmic notation by ear and by sight.
- 4: Viking battle song - To use simple rhythmic notation to compose a Viking battle song.
- 5: Perform like a Viking - To perform music with confidence and discipline.

Key Vocabulary: accuracy, backing track, beat, body percussion, call and response, composition, co-ordinated, crotchet, discipline, duration, melody, in-time, in-tune, dynamics, layer, lyrics, key change, major key, minor key, notation, tempo, part, pulse, quaver, rehearse, rhythm

Impact: Children will perform and compose music with confidence and discipline and recognise simple rhythmic notation by ear and by sight

English



Year 3 will be using the reading text 'The Miraculous Journey of Edward Tulane' for our reading unit this term.

We will be considering a scene from *Night at the Museum* to write an imagined narrative piece.



We will then be writing our own newspaper reports.

Maths

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

This half term, children will be developing their understanding of multiplication, division and length/perimeter.

