



Year 3 Summer 2

Science: Light and Shadow

Intent: Pupils will be taught to recognise that they need light in order to see things and that dark is the absence of light. They will learn to notice that light is reflected from surfaces. They will recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will recognise that shadows are formed when the light from a light source is blocked by an opaque object. They will find patterns in the way that the size of shadows change.

Sequence of lessons:

1. Can I recognise that light is needed in order to see things?
2. Can I notice that light is reflected from surfaces?
3. Can I recognise that light from the sun can be dangerous?
4. Can I explain how shadows are formed?
5. Can I find patterns in the way that shadows change?
6. Can I investigate shadows?

Key Vocabulary: Light, light source, dark, absence of light, transparent, translucent, opaque, shiny matt, surface, shadow, reflect, mirror, sunlight, dangerous

Impact: Children understand that darkness is the absence of light. They can investigate reflection and the way shadows are formed including how they change.

History: Alexander the Great

Intent: Pupils will learn about how Alexander the Great became who he was and how Macedon was freed again.

Sequence of lessons:

1. Can I explain how Greece freed Macedon?
2. Can I recount how King Philip made Macedon great again?
3. Can I explain Alexander's journey from boy to king?
4. Can I retell some of Alexander's battles?
5. Can I understand how Alexander conquered Persia?
6. Can I describe the wonderful library of Persia?

Key Vocabulary:

Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx Delphi oracle prophecy prophesy league League of Corinth Bucephalus assassinated determined Gordium wagon legend pledged loyalty Issus Alexandria Gaugamela chariots retreated victor divine flew into a rage Ptolemy founded scrolls Euclid geometry astronomy astronomer Galen

Impact: Children will understand how Alexander conquered so much land.

Geography: Climate and Biomes

Intent: Children will develop an understanding of varying climates and biomes around the Earth and learn to make comparisons between different places.

Sequence of lessons:

1. Can I identify the continent of Europe?
2. Can I explain what climate zones are?
3. Can I explain how the oceans affect the climate?
4. Can I explain how climates change in different biomes?
5. Can I summarise what the mediterranean climate is like?
6. Can I summarise what the temperate climate is like?

Key Vocabulary:

continent oceans Europe Mediterranean Sea Atlantic Ocean Arctic Ocean landlocked weather climate Equator latitude tropical polar mild currents Gulf Stream biomes savanna rainforest tundra Mediterranean, climate temperate climate temperature seasons.

Impact: Children can say how climates affect places and the way people live.

RE: Judaism

The kings, the temple and living as a Jew

Intent: Children will recount the main Jewish stories and how Jews worship without a temple.

Sequence of lessons:

1. Can I retell the story of the scouts, the serpent and the wilderness?
2. Can I explain how laws, judges and a new king came to be?
3. Can I explain the battle between the two kings: Saul and David?
4. Can I describe the temple King Solomon built in Jerusalem?
5. Can I explain how Jews became captives in Babylon?
6. Can I summarise how Jews worship without a temple?

Key Vocabulary: high priest Sabbath report scout scouts fortified flowed with milk and honey grumble doubted venomous bronze serpent generation Jordan River blessing Torah Levi courageous prosperous spies Jericho spare faith faithful judges Samuel prophet Saul anointed The Kings, the temple & living as a Jew Core vocabulary plundered plunder disobedient David Philistines Goliath giant insults sling prevailed Jerusalem consulted alliance newborn temple suitably mount stonecutters Most Holy Place atone, Atonement Yom Kippur Judah captives captivity Esther orphan Haman decree fast gallows Maccabees menorah Hanukkah synagogue Tanakh Purim

Impact: Children can explain how Jews *today* show the importance of the Jewish Temple and the kingdom of Israel.



Fowey Primary School: Half termly Overview

DT

Intent: Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).

Exploring pneumatic systems, the children will apply their understanding to design and create a pneumatic toy using different types of diagrams.

Sequence of lessons:

1: Features of a castle

Can I recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure?

2: Designing a castle

Can I design a castle?

3: Nets and structures

Can I construct 3D nets?

4: Building a castle

Can I construct and evaluate my final product?

Sequence of Lessons mechanisms:

1: Exploring pneumatics

Can I explore how pneumatic systems create movement within mechanisms?

2: Drawing Diagrams

Can I use different types of diagrams to summarise information?

3: Designing a pneumatic toy

Can I design a toy that uses a pneumatic system?

4: Making a pneumatic toy

Can I create a pneumatic system for a moving toy?

5: Finishing the toy

Can I test and finalise ideas against design criteria?

Key vocabulary: 2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff, strong, structure, diagram, evaluate, feedback, housing, linkage, mechanical system, mechanism, pivot, pneumatic system, thumbnail sketch.

Impact: Mechanisms: Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.

Impact: Structures: Learning about the features of a castle, pupils design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets before constructing a stable base.

Computing:

Simulations

Intent: To understand the advantages and disadvantages of simulations

Presenting

Intent: To learn about what makes an effective presentation and how to do this.

Sequence of lessons:

Simulations

1. What are simulations?
2. Exploring a simulation
3. Analysing and Evaluating a simulation

Presenting

1. Create a page in a presentation
2. Add media to a presentation
3. Add animations to a presentation.
4. Add timings and present an effective presentation.

Key Vocabulary: analysis, modelling, simulations, evaluation, decisions, animation, border properties, font formatting, layer, media, presentation, slide, slideshow, text box, transition, WordArt

Impact: Simulations:

Children consider what simulations are, explore them and analyse/evaluate a simulation.

Impact: Presenting

Children can create an effective presentation using a range of features.

PE:

Intent: For children to use running, throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending.

Sequence of lessons:

1. Can I learn how to score in a striking and fielding game?
2. Can I develop batting to score points?
3. Can I develop fielding skills to limit the batter's score?
4. Can I understand the role of a bowler?
5. Can I develop my understanding of tactics and begin to use them?
6. Can I apply skills and knowledge to play games using cricket rules?

Key Vocabulary:

Accuracy, bowled out, caught out, cushion, decision, grip, momentum, no ball, opposition, pressure, retrieve, run out, short barrier, tactics, technique, tournament, two-handed pick up, wicket

Impact:

Use a variety of throwing techniques in game situations. Catch a ball passed to them using one and two hands with some success. Strike a ball with varying techniques.

PSHE- Changing Me

Intent: Children look at the outside body changes in males and females. They 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

Sequence of lessons:

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

Key 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/ Womb / uterus, Vagina, Stereotypes

Impact: Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults

Year 3 Summer 2

MFL: French

Intent: Develop their animal vocabulary and habitat names

Sequence of lessons:

1. Can I research a new noun in French and determine its gender?
2. Can I build sentences to describe where something lives or does not live?
3. Can I use knowledge about language to solve a science-based puzzle?
4. Can I describe a food chain in French?
5. Can I write a range of sentences in French to describe a food chain?

Key Vocabulary: un éléphant, un lion, un lapin, un loup, un oiseau, un poisson, un serpent, un singe, un ver, une grenouille, une tortue, une girafe

Impact: Children can describe food chains in French.

Music- Traditional instruments and improvisation

Intent: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. Develop an understanding of the history of music

Sequence of lessons:

1. Can I form an opinion of Indian music?
2. Can I improvise using given notes?
3. Can I improvise using given notes?
4. Can I create a piece of music using a drone, rag and tal?
5. Can I perform a piece of music using musical notation?

Key vocabulary: Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, table, tala, tempo

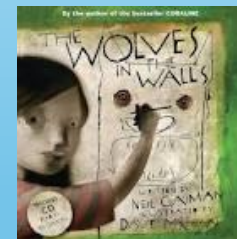
Impact: Children will be able to verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

English: Reading & Writing

In Reading, we will be looking at the fiction text: Stig of the Dump by Clive King.

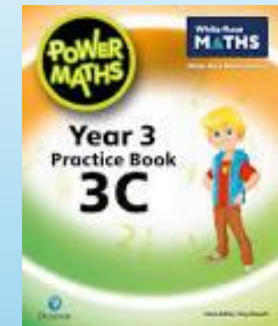


We will use the book: The Wolves in the Walls by Neil Gaiman as inspiration for our writing before moving on to Performance Poetry.



Maths

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



This half term, children will be developing their understanding of time, angles, properties of shape, and considering how statistics are represented and analysed.

Unit 14 – Angles and properties of shapes

Turns and angles
Right angles in shapes
Compare angles
Measure and draw accurately
Horizontal and vertical
Parallel and perpendicular
Recognise, draw and describe 2D shapes
Recognise and describe 3D shapes
Make 3D shapes
End of unit check

Unit 15 – Statistics

Interpret pictograms (1)
Interpret pictograms (2)
Draw pictograms
Interpret bar charts (1)
Interpret bar charts (2)
Collect and represent data in a bar chart
Simple two-way tables
End of unit check