

## Year 3 Summer 1

### Science: Rocks



**Intent:** Compare and group together different kinds of rock on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.

#### Sequence of lessons:

1. Can I identify characteristics of rocks?
2. Can I describe how sedimentary rocks are formed?
3. Can I describe how metamorphic rocks are formed?
4. Can I describe how igneous rocks are formed?
5. Can I describe what a fossil is and how it is formed?
6. Can I state that soil is made of rocks and organic matter?

**Key Vocabulary:** rock, stone, pebble, boulder, grain, crystal, layers, hard, soft, texture, absorb, water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy, chalky clay

**Impact:** Children understand how to classify rocks and describe their characteristics. They identify sedimentary, metamorphic and igneous rocks. They know that soil is made of rocks and organic matter.

### History: Ancient Greece



**Intent:** To learn about the innovations of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature.

#### Sequence of lessons:

1. Can I recall key information about democracy in Athens?
2. Can I recall key information about the Peloponnesian war?
3. Can I consider the history and design of the Parthenon?
4. Can I examine the importance of literature and theatre in Ancient Greece?
5. Can I retell the story of Odysseus?
6. Can I consider the importance of philosophy in Ancient Greece?

**Key Vocabulary:** democracy, citizens, voted, assembly, Pericles, Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy

**Impact:** Children can recall key facts about the Ancient Greek society and understand the changes throughout.

### Geography: Volcanoes



**Intent:** To recognize how volcanoes affect the people and land around them

#### Sequence of lessons:

1. Can I name and describe the four layers of the Earth?
2. Can I describe what happens when a volcano erupts?
3. Can I explain how volcanoes are formed?
4. Can I identify the differences between an active, dormant and extinct volcano and describe the dangers of volcanoes?
5. Can I identify the impact of Mt Etna's volcanic eruptions?
6. Can I explain why people choose to be near a dangerous volcano?
- 7.

**Key Vocabulary:** surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, supervolcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater, active, dormant, extinct, flow, lava flow, mudflow, pyroclastic flow, smother, clog, disrupt, plumes, enrich, citrus fruits, explosives, divert, evacuated, geologist.

**Impact:** Children can recall what happens when a volcano erupts, how it affects the land and how this affects people.

### RE: Judaism 2



#### Joseph, Moses and the Exodus

**Intent:** To understand the story of the Exodus and its importance to Jews

#### Sequence of lessons:

1. Can I recite the story of Joseph and his coat of many colours?
2. Can I describe how slavery began in Egypt?
3. Can I understand how Moses attempted to get the pharaoh to set his people free?
4. Can I describe the slaves last night in Egypt?
5. Can I explain what happened after the slaves left Egypt?
6. Can I state why these stories so important to Jews?

**Key Vocabulary:** Joseph, descended, coat of many colours, envy, dream, mauled, grieved, enslaved, servant, interpret, plenty, overseer, guilty, twelve tribes of Israel, Israelites, outnumber, whipped, mortar, adrift, bulrushes, princess, gurgling, Moses, struck, exile, herding, forty years, extraordinary, deliver, delivered, confident, stammer, slither, magicians, heart was hard, plagues, slaughter, unleavened bread, lintels, angel of death, first born, wailing, Passover, dawn, conversations, deliverer, Exodus, Red Sea, land of milk and honey, hooves, pursued, sea bed, Mount Sinai, forty days/nights, ten commandments, golden calf, idolatry, tabernacle, cherubim, Ark of the covenant, reverently, Seder, kiddush, Haggadah, Seder plate, matzah, Hallel, bitter herbs, recline

**Impact:** Children can explain why the story of the Exodus is so important to Jews and the lessons it teaches them for life.



## Year 3 Summer 1

### Art: 3D

**Intent:** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work.

#### Sequence of lessons:

##### 1. Structural shapes

Can I join 2D shapes to make 3D structures?

##### 2. Constructing in 3D.

Can I join materials in different ways when working in 3D?

##### 3. Seeing space

Can I develop ideas for 3D artwork?

##### 4. Abstract sculpture

Can I apply knowledge of sculpture when working in 3D?

##### 5. Surface decoration

Can I evaluate and improve an artwork?

**Key Vocabulary:** Abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional

#### Impact:

Children will have explored how shapes and negative spaces can be represented by three dimensional forms by manipulating a range of materials and joins.

### Computing: Branching Databases



**Intent:** Organise data using binary questioning, creating a branching database.

#### Sequence of lessons:

1. Can I sort objects using just YES/NO questions?
2. Can I complete a branching database using 2 Questions?
3. Can I create a branching database using 'rocks' knowledge from Science?
4. Can I create my own branching database?
5. Can I create my own branching database?

**Key Vocabulary:** Binary tree, branching database, data, database, debugging

#### Impact:

Children can sort objects using YES/NO questions and create their own branching database.

### PE: Athletics

**Intent:** Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

#### Sequence of lessons:

1. Can I develop the sprinting technique and improve on my personal best?
2. Can I develop changeover technique in relay events?
3. Can I develop jumping technique in a range of approaches and take off positions?
4. Can I develop throwing for distance and accuracy?
5. Can I develop throwing for distance in a pull throw.
6. Can I develop officiating and performing skills?

**Key Vocabulary:** accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique

**Impact:** Children will be able to balance, use coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.

### PSHE: Relationships

**Intent:** Identify relationships and learn different strategies to resolve conflict and learn how to be a global citizen.

#### Sequence of lessons:

1. Can I identify roles and responsibilities of each member of the family?
2. Can I identify and put into practice some of the skills of friendship?
3. Can I identify some strategies for keeping myself safe online?
4. Can I explain how some of the actions and work of people around the world have helped influence our lives?
5. Can I understand how needs and rights are shared around the world?
6. Can I identify how to express appreciation to friends and family?

**Key Vocabulary:** unisex, responsibility, respect, stereotype, conflict, solution, risky, private messaging, global, interconnected, inequality, deprivation

#### Impact:

Children can make friends, show respect, help others and solve problems when they occur.

## Year 3 Summer 1

### MFL: French

#### Transport

**Intent:** Explain strategies for working out the meaning of words. Recognise nouns that are cognates or near cognates. Recognise transport words in written form. Join in with a song using actions to aid recall. Form simple statements about a picture, using and adapting a model. Create a range of different phrases using a sentence builder. Generally, speak words with accurate pronunciation. Write a simple sentence, using a model for support and using two different accents.

#### Sequence of lessons:

1. Can I compare French and English and identify words that are cognates?
2. Can I make changes to simple phrases and perform a French song?
3. Can I adapt, ask and answer questions about a picture prompt?
4. Can I describe a journey to different French-speaking countries around the world?
5. Can I conduct a survey in French and select an appropriate method to present the results?

**Key Vocabulary:** un ferry, un train, un autobus, un ballon, un hélicoptère, un vélo, un sous-marin, un avion, une voiture, un bateau, à pied, je vais

**Impact:** Children can identify transport phrases and write their own sentences about French transport using models to support.

### Music: Jazz

**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:

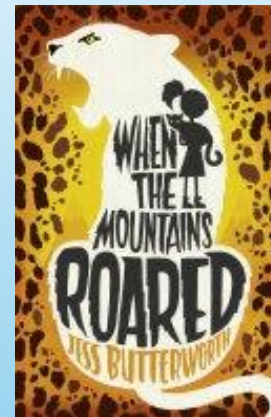
1. Can I sing and clap a syncopated rhythm for a ragtime-style song?
2. Can I improvise a call and response?
3. Can I scat sing using the call and response format?
4. Can I create a jazz motif?
5. Can I adapt a familiar tune using jazz rhythms?

**Key Vocabulary:** call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung quaver, swing music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune

**Impact:** Children can explain what ragtime music is. They can play on the 'off beat' and sing a syncopated rhythm and play a call and then improvise a response. Children can improvise or compose a scat singing performance with sounds and words, compose and play a jazz motif fluently, using swung quavers. They can play a swung rhythm using a tuned percussion instrument.

### English

Year 3 will be reading 'When the Mountains Roared' as a fiction text in whole class reading. They will also be looking at non fiction texts on 'poaching'.

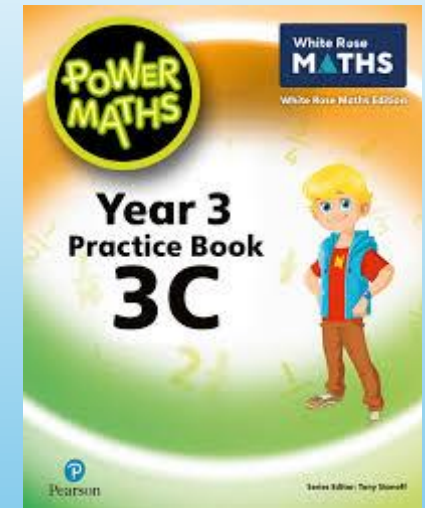


We will be using writing our own 'Beach safety guides' in our writing and using the picture book 'Flood' as a stimulus for some narrative story writing.



### Maths

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



This half term, children will be looking at solving calculations with fractions. They will then move on to identifying totals involving money, before beginning on recognising analogue times and time intervals.