**Year 3 Autumn**

**Science: Animals including humans**

**Intent: To identify that humans and some other animals have skeletons and muscles for support, protection and movement.**

**Sequence of lessons:**

1. **Name a variety of animals that have a skeleton**
2. **Identify that humans have a skeleton and can name parts**
3. **Discuss the functions of the skeleton**
4. **Name and identify muscles in the human body**
5. **Discuss the functions and how muscles in the body**
6. **Research into insect muscles**

**Key Vocabulary: backbone, bones, contract, elbow, endoskeleton, exoskeleton, joints, muscles, organs, protect, relax, skeleton, support, tendons, vertebrate**

**Impact:**

**Children understand the importance and significance of the story of Rama and Sita to Hindus.**

**Impact:**

**Children can describe the journey of a river from source to mouth using key vocabulary. They can also describe the stages of the water cycle.**

**Impact:**

**Children can name parts of the skeleton and muscles in the body. They can also identify functions and how human skeletons differ to animals.**

**Impact:**

**Children can describe change/continuity in Ancient Egypt.**

**RE**

**A Hindu Story: Rama and Sita**

**Intent: To consider the story of Rama and Sita and what it means to Hindu people.**

**Sequence of lessons:**

1. **An ancient story.**
2. **Four sons for the King of Ayodhya.**
3. **Rama and Sita leave the kingdom.**
4. **Rama, Sita and the demon Ravana.**
5. **Rama and Sita return.**
6. **Understanding the story of Rama and Sita.**

**Key Vocabulary: Hinduism, believers, Ramayana, Lakshmana., kingdom, Vishnu, embodiment, decree, hanuman, Diwali.**

**Geography: Rivers**

**Intent: To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.**

**Sequence of lessons:**

1. **The mighty River Indus.**
2. **The changing River Indus.**
3. **How rivers get their water.**
4. **How a river shapes the land: the young river.**
5. **How a river shapes the land: the mature river.**
6. **Britain’s longest river: the River Severn.**

**Key Vocabulary: mountain, Tibet, mountain range, Himalayas, glaciers, monsoon, tributaries, riverbed, dams, reservoirs, canals, irrigation, turbine, hydro-electric, spring, source, water cycle, surface run off, evaporation, transpiration**

**History: Ancient Egypt**

**Intent: To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.**

**Sequence of lessons:**

1. **The Importance of Howard Carter’s discovery.**
2. **How did the Ancient Egyptians live?**
3. **How did Ancient Egypt change over time?**
4. **What did Ancient Egyptians believe?**
5. **What did Ancient Egyptians believe about death?**
6. **How did the Ancient Egytians write?**

**Key Vocabulary: archaeologist, excavate, tomb, Pharoah, hieroglyphics, civilization, papyrus, cartouche, embalm**

**Year 3 Autumn**

**Art/DT: Drawing techniques**

**Intent:**

**To develop an understanding of shading and drawing techniques to create botanical inspired drawings.**

**Sequence of lessons:**

1. **Can I identify how artists use shape in drawing?**
2. **Can I understand how to create tone in drawing by shading?**
3. **Can I show how texture can be created and used to make art?**
4. **Can I apply observational drawing skills to create detailed studies?**
5. **Can I explore composition and scale to create abstract drawings?**

**Key Vocabulary: abstract , arrangement, blend, botanical botanist composition cut, dark even expressive form frame frottage geometric**

**Impact:**

**Children understand how to make everyone feel welcomed and valued and can create a class charter to respect and follow.**

**Impact:**

**Children can perform a partner gymnastic sequence with matching and contrasting shapes and actions.**

**Impact:**

**Children have a clear understanding of shading and drawing techniques. They create a botanical drawing.**

**Impact:**

**Children understand why a flowchart is useful when designing and how to repeat when programming, along with knowing the difference between ‘timer after’ and ‘timer every’.**

**PSHE- Getting to know each other**

**Intent:**

**To understand what makes us special and what makes us work together as a group.**

**Sequence of lessons:**

1. **Getting to know each other recognizing worth and achievements.**
2. **Learning to face new challenges positively, making responsible choices.**
3. **To understand why rules are needed and how they relate to rights and responsibilities.**
4. **To understand how actions affect myself and others.**
5. **To make responsible choices and take action.**
6. **Understand how actions affect others.**

**Key Vocabulary: welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm.**

**PE: Gymnastics**

**Intent:**

**To show good control and coordination when carrying out movements**

**Sequence of lessons:**

1. **Can I create interesting point and patch balances?**
2. **Can I develop ‘stepping into shape’ jumps with control?**
3. **Can I develop my straight, barrel and forward rolls?**
4. **Can I transition smoothly in and out of balances?**
5. **Can I create a sequence with matching and contrasting shapes and actions?**
6. **Can I create a partner sequence using the skills I have learnt?**

**Key Vocabulary: straddle jump, straight jump half turn, squat on vault, take-off, tucked backward roll, unison, vaulting box, handstand, hurdle step, landing**

**Computing: Coding**

**Intent:**

**To understand how alternative planning allows us to build ideas and how coding can effect changes that happen.**

**Sequence of lessons:**

1. **Can I understand what makes a safe password and how the internet can be used to help us communicate effectively?**
2. **Can I consider the reliability of the internet and consider spoof websites?**
3. **Can I understand what a flowchart is and how flowcharts are used in computer programming.**
4. **Can I understand that there are different types of timers and select the right type for purpose.**
5. **Can I understand how to use the repeat command?**
6. **Can I design and create an interactive scene?**

**Key Vocabulary: Objects, scene, attributes, sequence, predict, run, test, debug, click events**

**Year 3 Autumn**

**MFL**

**French**

**Intent:**

**To greet and introduce someone in French accurately, with correct note for time of day.**

**Sequence of lessons:**

1. **To greet someone and introduce yourself in French.**
2. **To use the correct French greeting for the time of day.**
3. **To ask and answer a question about feelings in French.**
4. **To perform a finger rhyme in French.**
5. **To combine the skills learnt in the unit.**

**Key Vocabulary:**

**bonjour, salut, au revoir, bonsoir, bonne nuit, ça va bien, ça va mal, c’est, comment t’appelles tu?**

**Maths**

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

**Children will be developing their understanding of Place Value within 1000.**

**They will then move on to Addition and Subtraction strategies, estimating answers and looking at inverse operations, before tackling problem solving techniques.**

A cover of a book

Description automatically generated

**English**

**Year 3 will be using the reading text ‘The Wind in the Willows’ for the Autumn term.** A book cover with cartoon characters on a boat

Description automatically generated

**This term, they will be completing a narrative unit based around the film Encanto.**

**They will be writing setting and character descriptions and then using speech.** A cartoon of a child holding a butterfly

Description automatically generated

**After, they will complete a non fiction information text linked to our Geography unit around Rivers.**

**Key Vocabulary:**

**Impact:**

**Children can meet, greet and introduce themselves in French.**

**Impact:**

**Children can create their own ballad using rhyming word lyrics and following the structure of a traditional ballad.**

**Music**

**Ballads**

**Intent:**

**Children will learn what ballads are, how to identify their features and how to convey different emotions when performing them. Children will carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.**

**Sequence of lessons:**

1. **What is a ballad?**
2. **Performing a ballad.**
3. **The story behind the song.**
4. **Writing lyrics.**
5. **Singing my ballad.**

**Key Vocabulary:**

**Ballad, chorus, compose, dynamics, emotions, ensemble**