



Year 3 Spring 2

**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. Can I identify and describe the functions of roots?
2. Can I investigate how the thickness of roots affects how fast water travels up the root?
3. Can I identify why stems are important?
4. Can I investigate stem functions?
5. Can I identify, describe and investigate the functions of leaves?
- 6-7. Can I explore the part that flowers play in the life cycle of a flowering plant including pollination and fertilisation?
- 8-9. Can I explore the part that seed dispersal plays in the life cycle of a flowering plant?
10. Can I investigate the requirements of plants for growth – light, air, water, nutrients?

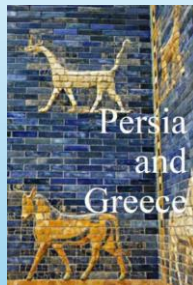
**Key Vocabulary:** air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, photosynthesis, chlorophyll.

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.

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

**History: Persia and Greece**

**Intent:** Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires



**Sequence of lessons:**

1. King of Kings
2. Persian Empire
3. Greek City States
4. Greek Gods and Goddesses
5. Greek language and Iliad
6. Greek Persian Wars

**Key Vocabulary:** Darius empire Persian Empire Cyrus Babylon slaves, succeeded satrapy satrap tax, city-state polis agora acropolis temple gymnasium theatre, Zeus Olympus shrines Poseidon trident Ares Hera, alphabet alpha beta Homer Iliad Achilles, besiege, Battle of Marathon, strait

**Impact:** Children will be able to identify what the Greek city states had in common and compare features.

**Geography: Agriculture**

**Intent:** Disciplinary focus: How are we connected to farmers?

Pupils will learn about different types of farming, how farming changes the landscape and how our food affects farming.



**Sequence of lessons:**

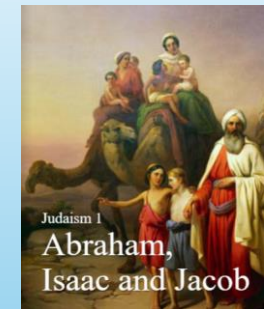
1. What is agriculture?
2. Arable farming
3. Pastoral farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales

**Key Vocabulary:** agriculture, processed, distributed, arable farming, pastoral farming mixed farming, growing season, harvest, ripen growing season, plough, graze, grazing, dairy farmers, manure, marshlands, forests, hedges, yield, fertilisers, pesticides, organic food seasonal food, local food, vegetarian, vegans, flocks, sheepdogs, shorn

**Impact:** Children can describe how we are connected to farms and farming.

**RE: Abraham, Isaac, and Jacob**

**Intent:** Key Question: Why is the Promised Land so important in Judaism?



**Sequence of lessons:**

1. The Hebrew Bible
2. The story of Abram and Sarai
3. Abram becomes Abraham
4. Abram and his son, Isaac
5. The story of Isaac and Rebekah
6. The story of Jacob and Rachel

**Key Vocabulary:** Jewish, Jew, Hebrew, Bible, Abraham, Abram, inheritance, Promised Land, famine, deceived, covenant, angels, ram, dependable, draw, water, comforted, Jacob, Esau, inherit, birthright, ladder

**Impact:** Children can retell stories of Abram, Isaac and Jacob. They can explain why the Promised Land is so important to Judaism.



Year 3 Spring 2

**DT: Textiles (Cushions)**

**Intent:** Children will learn how to cross-stitch and appliqué to decorate and assemble cushions, which represent the children's unique personalities.

**Sequence of lessons:**

1. Cross-stitch and appliqué  
Can I learn how to sew cross-stitch and appliqué?
2. Cushion design  
Can I design a product and its template?
3. Decorating my cushion  
Can I decorate fabric using appliqué and cross-stitch?
4. Assembling my cushion  
Can I assemble and complete a cushion?

**Key Vocabulary:** Asymmetrical, Appliqué, cotton cross-stitch, embellish, fabric, patch, pinking, polyester, running stitch, silk, symmetrical, template, thread, unique

**Impact:**

Children can: Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.

**Computing: Spreadsheets and Graphing**

**3.3 Spreadsheets**

**Intent:** Children will use 2Calculate to collect data and produce a variety of graphs. They will learn about cell references and use the formula wizard and the formula bar to write formulae.

**Sequence of lessons:**

1. Creating Pie Charts and Bar Graphs
2. Cell addresses and the Formula Bar
3. Using and combining tools in 2Calculate
4. Line Graphs
5. Using a spreadsheet for Budgeting

**3.8 Graphing**

**Intent:** Children will learn how to enter data into a graph and answer questions. They will solve an investigation and present the results in graphic form.

**Sequence of lessons:**

1. Introducing 2Graph
2. Using 2Graph in an investigation

**Key Vocabulary:** axis, cell references, cell addresses, budget, data, row, chart, graph, sorting, column, investigation, tally chart, line graph, block graph, pie chart.

**Impact:** Children can collect, present and use data in different ways. They can talk about different types of graph and the components of those different types.

**PE: Tennis**

**Intent:** Children will use running, jumping, throwing and catching in isolation, and develop their racket skills and control in combination when playing competitive games



**Sequence of lessons:**

1. To develop racket and ball control.
2. To explore rallying using a forehand.
3. To explore returning the ball using a forehand.
4. To explore returning the ball using a backhand.
5. To learn how to score and use simple rules.
6. To work co-operatively with others to begin to manage a game

**Key Vocabulary:** backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track

**Impact:** Children will be able to use attacking and defending tactics when playing in a pairs tennis competition. Children can demonstrate their improved running, throwing and racket skills.

**PSHE- Dreams and Goals**

**Intent:** Children will learn how exercise affects their bodies. They will know why their hearts and lungs are such important organs. They will learn that the amount of calories, fat and sugar that they put into their bodies will affect their health. They will know that there are different types of drugs and that there are things, places and people that can be dangerous. They will learn a range of strategies to keep themselves safe and know when something feels safe or unsafe. They will learn that their bodies are complex and need taking care of.

**Sequence of lessons:**

1. Being Fit and Healthy
2. Being Fit and Healthy
3. What do I know about drugs?
4. Being Safe
5. Safe or Unsafe?
6. My Amazing Body

**Key Vocabulary:** Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Choice, Emergency Services, Ambulance, Fire engine, Police Car, Coastguard

**Impact:** Children can talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children learn about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.



## Year 3 Spring 2

### MFL: French

#### The French Classroom

**Intent:** Children can respond to common classroom instructions through games. They will learn vocabulary for classroom items. They understand that every French noun is either 'masculine' or 'feminine.'

#### Sequence of lessons:

1. Follow the French teacher - To understand and respond to simple classroom instructions.
2. Pencils and things in the French classroom - To name school bag objects and recognise if they are masculine or feminine.
3. To have or have not in the French classroom - To ask and answer a question about something you have or do not have.
4. School bag French detectives - To read and understand short sentences.
5. In my French bag - To prepare and present a short spoken text.

**Key Vocabulary:** un crayon, un taille-crayon, un stylo, un cahier, un sac, une règle, une gomme, une trousse, des ciseaux, j'ai, je n'ai pas

**Impact:** Show their understanding of key vocabulary with a physical response. Attempt to imitate the pronunciation of vocabulary accurately. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using labels as a model. Speak clearly and present simple phrases when supported visually.

### Music: Pentatonic scales and melodies

**Intent:** Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will improvise and compose music for a range of purposes. They will listen with attention to detail and recall sounds with increasing aural memory. They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

#### Sequence of lessons:

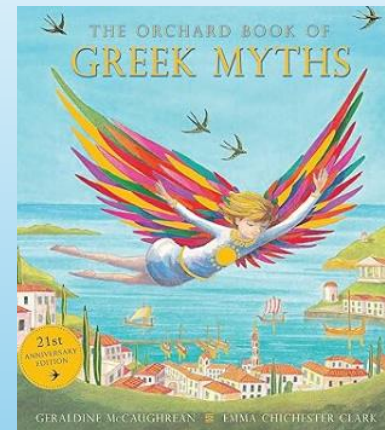
1. To learn about the music used to celebrate the Chinese New Year festival.
2. To play a pentatonic melody on a tuned percussion instrument
3. To write and perform a pentatonic melody.
4. To perform a group composition
5. To perform a piece of music as a group

**Key Vocabulary:** Accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion.

**Impact:** Children can match their movements to the music, explaining why they chose these movements. They will accurately notate and play a pentatonic melody. They can play their part in a composition confidently.

### English

Year 3 will be reading a selection of Greek Myths this term from 'The Orchard Book of Greek Myths'.



We will be using the text 'The Miraculous Journey of Edward Tulane' to write our own narrative journeys.

We will then be writing our own instructions based on different areas of the curriculum.

### Maths

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

This half term, children will be working with lengths and perimeters before moving on to work on fractions.

