

Year Three Curriculum Overview Autumn Term 2

Geography

Is climate change real?

Intent

To investigate climates and biomes.

Sequence of lessons

- 1) Why is it hotter in some places than others?
- 2) How does climate differ around the world?
- 3) How can we describe how climate zones vary?
- 4) What is a biome?
- 5) How are climates, plants and animals connected?
- 6) What difference would changes in climate make to life in each biome?

Composite outcome

The children suggest how the world's climate zones might change in the light of changes in temperature or rainfall.

Impact

The children will know that there are different climates around the world and that climate change occurs in each biome.

Religious Education

Jewish festivals

Intent

How do festivals and family life show what matters to Jewish people?

Sequence of lessons

- 1) What is worth celebrating?
- 2) What do Jewish families celebrate every week?
- 3) Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?
- 4) Why is Pesach important to Jews?
- 5) Why are commandments and blessings important to Jewish people?



Composite outcome

The children will create a poster to show how festivals and family life matter to Jewish people.

Impact

Children will have a secure understanding of the key Jewish festivals and be able to explain their importance.



Science

Light and Shadow

Intent

The children will investigate how shadows are formed when the light from a light source is blocked by an opaque object

Sequence of lessons

- 1) What is Light?
- 2) Design a stage for a shadow puppet theatre and discover first hand how the light we see is really made of a spectrum of colours
- 3) Reflectors and Lights
- 4) Paint and decorate your shadow puppet theatre.
- 5) Mirror, Mirror!
- 6) Learn the secrets of mirrors and how they can help you see round corners.
- 7) Shadows
- 8) Create shadow puppets in preparation for a shadow puppet performance
- 9) Let's Investigate
- 10) Conduct a fair test to find the precise relationship between the distance of the torch and the size of the shadow.
- 11) What a Performance!
- 12) Create an amazing shadow puppet performance.

Composite outcome

The children will design and make their own shadow puppet theatre

Impact

children will recognise that they need light in order to see things and that dark is the absence of light

Reading opportunities: Non-fiction texts to support Literacy, books relating to climate. The Wild Robot by Peter Brown.

Art

Working with Shape and Colour

Intent

Artist – Henri Matisse
To be inspired by key art work and use shape and colour as a way to simplify elements of the world.

Sequence of lessons

- 1) I can explore an artwork through looking, talking and drawing.
- 2) I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.
- 3) I can cut shapes directly into paper, using scissors, inspired by the artwork.
- 4) I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.
- 5) I can add to my collage, using line, colour and shape made by stencils.

Composite outcome

To explore the work of Henri Matisse and create a piece of 'scissor' artwork.

Impact

To develop confidence to use a wider range of techniques including observational drawing.

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PSHE

Celebrating Difference

Intent

To accept everyone is different and celebrate these differences

Sequence of lessons

- 1) 1 To understand that everyone's family is different and important to them.
- 2) 2 To understand that differences and conflicts can happen among family members.
- 3) 3 To know what it means to be a witness to bullying.
- 4) 4 To know that witnesses can make the situation better or worse by what they do.
- 5) 5 To recognise that some words are used in hurtful ways.
- 6) 6 Tell about a time when your words affected someone's feelings and what the consequences were.

Composite outcome

To design and plan different ways we can celebrate each others differences as a class.

Impact

Children will become more aware and more understanding of the differences between them.

Computing

Stop-frame Animation

Intent

To use a range of techniques to create a stop-frame animation using tablets.

Sequence of lessons

- 1) To explain that animation is a sequence of drawings or photographs.
- 2) To relate animated movement with a sequence of images.
- 3) To plan an animation
- 4) To identify the need to work consistently and carefully.
- 5) To review and improve an animation.
- 6) To evaluate the impact of adding other media to an animation.

Composite outcome

Children will create a stop-frame animation.

Impact

Children will learn a range of skills in order to to create a story-based animation..

Music

Let your spirit fly

Intent

Children will listen and appraise a variety of rhythm and blues songs,

Sequence of lessons

- 1) To listen and appraise 'Let You're Spirit Fly'. Start to learn the song.
- 2) To sing the song and play instrumental parts.
- 3) To listen to and appraise, 'To Colonel Bogey March by Kenneth Alford. Play instrumental parts and improvise.
- 4) To listen to and appraise, Consider Yourself from the musical 'Oliver!'. To play musical parts, improvise and compose.
- 5) To listen to and appraise, 'Aint no Mountain High Enough'. To play instrumental parts, improvise and use own composition.
- 6) To appraise 'You're the First, the Last, My Everything by Barry White. Prepare for the end-of-unit performance.

Composite outcome

Perform the song 'Let Your Spirit Fly' with own compositions.

Impact

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

Spanish

Los Saludos

Intent

Children will learn how there are different types of greeting in Spanish.

Sequence of lessons

1. To investigate the question and possible replies in Spanish for ¿cómo estás?
2. To learn the numbers 1-10
3. To learn the colours in Spanish.
4. To consolidate Unit 1 learning
5. To be introduced to the formal and informal hello greeting.
6. To consolidate through role play simple greetings.



Composite outcome

To have a simple introductory conversation with each other in Spanish.

Impact

Children develop their range of Spanish vocabulary including numbers and colours