

Devoran School Curriculum Map: Year Three

Autumn Term 2 2023



Reading Opportunities

Non-fiction texts relating to climate. Texts relating to Jewish celebrations.

Subject Geography	Subject Religious Education	Subject Science	Subject Computing	Subject PSHE
Intent	Intent	Intent	Intent	Intent
To investigate climates and biomes	How do Festivals and family life show what matters to Jewish people.	Forces and Magnets. Compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance	To use a range of techniques to create a stop-frame animation using tablets.	To accept everyone is different and celebrate these differences
Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons
1. Why is it hotter in some places than others?	1. To be able talk about different types of celebrations and discuss the similarities and differences between religious and non-religious celebrations.	1. You receive the letter from Mr Newton of the British Scientific Society and agree to help him develop some exciting activities on the theme of Magnetism for their annual science fair. But first you need to get to grips with what a force is!	1. To explain that animation is a sequence of drawings or photographs.	1. To understand that everyone's family is different and important to them.
2. How does climate differ around the world?	2. To learn about the celebration of Shabbat, that Jewish people celebrate weekly.	2. Recap by thinking about the different forces involved in various sports. Discover that gravity is a force that doesn't need contact – but is it the only one? No: magnetism can also pull objects from a distance. Experiment with magnetism, ask questions and design fair tests to answer them.	2. To plan an animation	2. To understand that differences and conflicts can happen among family members.
3. How can we describe how climate zones vary?	3. To learn why Jewish people celebrate Rosh Hashanah and Yom Kippur.	3. Begin to think about which items are attracted to magnets and why. Ask questions and test them out e.g. Is it just metal things? Are all metal things attracted? Why not?	3. To identify the need to work consistently and carefully.	3. To know what it means to be a witness to bullying.
4. What is a biome?	4. I can explain ways in which the story of the Exodus shows Jewish beliefs about God. I can list things that Jewish people do during Pesach and ask and suggest answers about why it is good or not for Jewish people to look forward to the future at Pesach	4. Explore how magnets behave towards each other in a variety of different exciting challenges. Discover that magnets have 2 poles and that same poles repel whilst opposite poles attract. Learn that the world itself is a giant magnet	4. To review and improve an animation.	4. To know that witnesses can make the situation better or worse by what they do.
5. How are climates, plants and animals connected?	5. Why are commandments and blessings important to Jewish people?	5. Play a fast-paced game to practise your knowledge of whether magnets attract or repel each other depending on which poles are facing. Devise an exciting activity on magnetism to fascinate visitors to a science fair.	5. To evaluate the impact of adding other media to an animation.	5. To recognise that some words are used in hurtful ways.
6. What difference would change in climate make to life in each biome?		6. It's time to test your knowledge of magnetic forces in a quiz before setting up your exhibit ready for the science fair.		6. Tell about a time when your words affected someone's feelings and what the consequences were.
Composite outcome	Composite outcome	Composite outcome	Composite outcome	Composite outcome
The children suggest how the world's climate zones might change in the light of changes in temperature or rainfall.	The children will create a poster to show how festivals and family life matter to Jewish people.	Create a light box that lights up a poster for eye-catching effect.	To describe and understand key aspects	Understand that actions affect myself and others; care about other people's feelings and try to empathise with them
Impact	Impact	Impact	Impact	Impact
The children will know that there are different climates around the world and that climate change occurs in each biome.	Children will have a secure understanding of the key Jewish festivals and be able to explain their importance.	Children will understand how components can have varied effects and how to create a circuit.	Describe and understand key aspects of physical geography, including rivers and the water cycle.	Care about other people's feelings and try to empathise with them

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Subject Music	Subject Design and Technology	Subject Art	Subject Spanish
Intent	Intent	Intent	Intent
Glockenspiel Stage 1	Shell structures	Gestural drawing with Charcoal: To use research from last term, to create a Charcoal cave.	Los Animales: To remember and recall from memory, 10 animals in Spanish, with the correct article/determinator.
Sequence of lessons	2 Day Block	Sequence of lessons	Sequence of lessons
1. Warm-up Games play and copy back Notes E and D	<p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. 	<p>1 Use Charcoal, to explore light and dark and create your own newsprint for a cave backdrop.</p> <p>2 Explore using paper to create a 3D cave scene, with techniques such as ripping and scrunching.</p> <p>3 Using the Cave models, set the scene and observational draw, focusing on the light and dark within the cave.</p> <p>4 Take photographs of your work, thinking about focus, lighting, and composition.</p> <p>5 Display your work from this topic in a classroom gallery. Evaluate the process and sharing opinions about the work of your peers.</p>	<p>1. To introduce the unit 'Los animales'. To learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determiner. Lion, Bird, Rabbit, Horse, Pig.</p> <p>2. To learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner. Duck, Cow, sheep, mouse, monkey.</p> <p>3. To consolidate all ten nouns for animals in Spanish and to start to attempt to spell these words</p> <p>4. To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English</p> <p>5. To become more familiar with the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be).</p> <p>6. To revise all language covered so far and to complete the end of unit assessment.</p>
2. Play your music • Play your music (note-names) • Play your music (notes and note-names) • Play your music theory- the language of music • Play your music (notation)			
3. DeeCee's Blues • DeeCee's Blues (note-names) • DeeCee's Blues (notes + note-names) • DeeCee's Blues theory - the language of music • DeeCee's Blues (notation) • Improvising to DeeCee's Blues • DeeCee's Blues			
4. D-E-F-initely • D-E-F-initely (note-names) • D-E-F-initely (notes + note-names) • D-E-F-initely (notation)			
5. Roundabout • March of the Golden Guards • March of the Golden Guards (note-names) • March of the Golden Guards (note-names + notes) • March of the Golden Guards theory - the			
6. Perform & Share			
Composite outcome	Composite outcome	Composite outcome	Composite outcome
Improvisations, instrumental performances and compositions	Create a product that will protect a precious object and be suitable for delivery to Father Christmas	Children to create a mini-charcoal cave, using a shoe box.	Children can say and spell 10 animals in Spanish
Impact	Impact	Impact	Impact
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Understand that all packages are not the same and individual designs need to be made for different contents.	The children can explore, applying new found techniques to create a Charcoal Cave.	Children can use their Spanish in conversation and they can say what pets they have.