

# Year Three Curriculum Overview Spring 1 2023

## History / Geography

### Intent

To learn about life in Britain before the Romans arrived,. Find out what daily life was like for Roman soldiers and learn how the arrival of the Romans changed life in Britain.

### Sequence of lessons

- 1) To understand what daily life was like for the Celts before the Romans invaded..
- 2) To begin to understand the importance and effectiveness of the Roman army.
- 3) Produce a letter on wood as if they were a Roman soldier
- 4) Understand how we know about their lives – including the concept of an historical source and evidence.
- 5) Understand some of the things that changed in Britain when the Romans came.
- 6) Design a Roman soldier recruitment poster!

### Composite outcome

The children will use their knowledge of life as a Roman soldier and design a recruitment poster.

### Impact

The children will be able to decide if they would apply for the job as a Roman soldier during the time Romans invaded Britain.

## Religious Education

What is it like to follow God?

### Intent

Children will learn about the story of Noah and link this to the promises made by God.

### Sequence of lessons

- 1) What are the links between the story of Noah and the idea of a covenant?
- 2) What are the links between the story of Noah and how we live in school and the wider world?
- 3) What are the links between the promises in the story of Noah and the promises that Christians make at a wedding ceremony?
- 4) What are the links between the story of Abraham and the concept of faith?
- 5) What are the links between the People of God and how some Christians choose to live their lives in Church communities.

### Composite outcome

Children will create a mural frieze for the 'People of God' part of the 'big story'.

### Impact

Children will give 3 of their own interpretations to explain why Christians follow God.



Reading opportunities: There will be a range of non-fiction books available in the classroom for children to choose from relating to the Romans and Healthy Eating.



## Science Dark and Light

### 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) Paint and decorate your shadow puppet theatre.
- 4) Mirror, Mirror! Learn the secrets of mirrors and how they can help you see round corners.
- 5) Shadows. Create shadow puppets in preparation for a shadow puppet performance
- 6) Let's Investigate.
- 7) What a 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

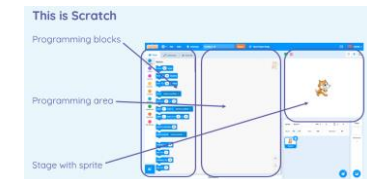
## Computing Sequencing Sound

### Intent

Programming, Sequencing sounds. The children will create their own programmes and sequences involving sound.

### Sequence of lessons

1. Introduction to Scratch
2. Programming sprites
3. Sequences
4. Ordering commands
5. Looking Good
6. Making an instrument



### Composite outcome

The children will reproduce a representation of a piano

### Impact

This unit will focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Children also apply stages of program design through this unit.

# Year Three Curriculum Overview Spring 1

## Art

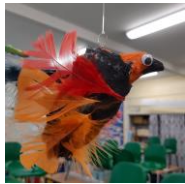
Telling stories through drawing and making

## Intent

To tell stories through drawing and making.

## Sequence of lessons

- 1) Understand how artists use sketchbooks to develop characters.
- 2) To explore how artists might use exaggeration as a tool to help convey *the intention* of drawing.
- 3) Translate text into imagery using Modroc/plasticine.
- 4) Reflect and review art work.



## Composite outcome

Children make a character/setting relating to the story.

## Impact

The children understand how characters are developed through imagery.

## PSHE

### Dreams and Goals

## Intent

To help ourselves and each other to achieve our goals.

## Sequence of lessons

- 1) I can tell you about a person who has faced difficult challenges and achieved success.
- 2) I can identify a dream/ambition that is important to me.
- 3) I enjoy facing new learning challenges and working out the best ways for me to achieve them.
- 4) I can be motivated and enthusiastic about achieving our new challenge.
- 5) I can recognise obstacles which might hinder my achievement and take steps to overcome them.
- 6) I can evaluate my own learning process and identify how it can be better next time.

## Composite outcome

Class create a garden of dreams and goals.

## Impact

Children will have identified their own dreams and goals and know how to overcome the challenges which may be a barrier to achieving these.

## Music

## Intent

Children will listen and appraise a variety of Reggae songs,

## Sequence of lessons

Three Little Birds by Bob Marley

- 1) . Warm-up Games Flexible Games Start to learn the song Three Little Birds
- 2) Warm-up Games Flexible Games Sing the song Three Little Birds Play instrumental parts
- 3) Warm-up Games Flexible Games. Sing the song Three Little Birds Play instrumental parts e. Improvise
- 4) Warm-up Games Flexible Games Sing the song Three Little Birds Play instrumental parts e. Improvise option Compose
- 5) Share compositions

## Composite outcome

Perform the song 'Three Little Birds' 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

## Intent

Children will be introduced to the names of animals in Spanish.

## Sequence of lessons

- 1) Role play and consolidate unit 1
- 2) To learn to greet each other, exchange names, ask how someone is, say how old they are, count to ten and know a range of colours. Revisit lessons 3-6
- 3) Los Animales - To be introduced to 5 animals in Spanish
- 4) To revise the five animals from last week and learn the next five animals in Spanish.
- 5) To consolidate and retain all ten animal nouns with a variety of memorising activities
- 6) To learn how to write the new words by looking closely at the spellings through a variety of activities

## Composite outcome

Be able to have a brief conversation about their favourite animal in Spanish with a partner.

## Impact

Remember the words for at least five animals in Spanish unaided. And attempt to spell at least three animals correctly in Spanish