

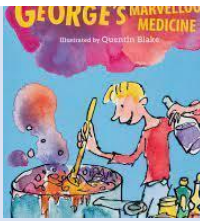


Class:Y3	Curriculum Driver: Science: Living things and their habitats & Animals including humans					Curriculum Theme
Local	Engaging			Aspiring/ambitious		
		Sequence of Learning				
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Science What's inside us?	<p>Courage of KS1 – 'what makes me', understanding basic body parts. Recapping what nutrients are, and why we need these to help us grow.</p> <p>We will be learning more complex body parts, such as the vertebrate and it's importance to help humans stand up. We will investigate the difference between animals and humans, discussing exoskeletons.</p> <p>We will be looking at the importance of a well balanced diet, consuming a variety of different nutrients, and why these help animals and humans grow.</p>	<p>To be able to sort foods into food groups and find out about the nutrients that different foods provide.</p>	<p>To be able to explore the nutritional values of different foods by gathering information from food labels.</p>	<p>To be able to sort animal skeletons into groups, discussing patterns and similarities and differences.</p> <p>Enquiry Question: How do the skeletons of different animals compare?</p> <div data-bbox="1288 1045 1534 1189" style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Identifying, Classifying and Grouping</p>  </div>	<p>To be able to investigate an idea about how the human skeleton supports movement.</p> <p>Name the body parts.</p> <p>Enquiry question: Do people with longer legs jump further? (plan an enquiry/gather, record and interpret results)</p> <div data-bbox="1556 1260 1803 1412" style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Comparative and Fair Testing</p>  </div>	<p>To be able to explain how bones and muscles work together to create movement.</p> <p>Vocabulary -contract -retract</p>
Computing Connecting	<p>Connecting systems and networks:</p>	<p>To understand how a digital device work</p>	<p>To understand what parts make up a</p>	<p>To understand how digital devices help us</p>	<p>To understand how am I connected</p>	<p>How are computers connected?</p>

varied diet (including cooking and nutrition requirements for KS2)	in a healthy diet Y3 Children will use their knowledge of the food wheel to understand what ingredients contribute to make a healthy dip.	dips, recording opinions on appearance, smell, taste and texture.	dip.	hygienic food preparation and storage.	their dip e.g. for a party and establish criteria for a successful product.	original design criteria.	
Music Ukulele	Beginning to learn the ukulele. Learning to listen and play together as a group.	To be able to label, name, hold, and relate ukuleles to other stringed instruments.	To be able to copy and repeat patterns of rhythm. Know the difference between pluck and strum. Begin to understand the chord of c.	To know how to read a chord box and find the chord of c.	To be able to work out how to change from the chord of c to a.m.	To be able to play, in time, with a group, changing chords when needed.	To cr pa pe cl
French I am learning French	I am learning French Pupils will have the knowledge to be able to introduce themselves, say how they feel, and have a wider appreciation for the countries where French is spoken.	To be able to locate France and other French speaking countries on a map of the world.	To be able to ask and answer the question 'how are you?' in French	To be able to say 'Hello' and 'Goodbye' in French	To be able to ask and answer the question 'comment tu - t'appelles?' (what is your name?) in French.	To be able to count numbers 1 - 10 in French	To sa cc Fr 'm cc Fr
RE	Children will have previous knowledge of	To be able to	To be able to	To be able to understand the	To be able to discuss	To be able to	To

	stimulate their memory to help identify the different parts of the creation story.						
RSHE Happy and healthy friendships		Making friends -To be able to identify qualities of a healthy, happy friendship and the importance of some friendship values over others.	What makes a good friendship? -To be able to discuss a range of touch and space scenarios and decide for ourselves whether these are okay or not okay	Discussing ways to be a good friend. -To be able to describe ways to be resilient in different situations.			
E-safety	Natterhub	<u>Devices and screen Time</u> -To understand why online and offline time need to be balanced.	<u>Everyday Technology</u> - To understand the pros and cons of technology and how to use it for good	<u>Communicating using Technology</u> To understand the pros and cons of online communication			
PE Real Gym		To be able to travel on the floor	To be able to travel using hand apparatus	To be able to travel using hand apparatus	To be able to explore and use rotation within floor work	To be able to explore and use rotation within rotation - partner work	To explore rotation - partner work
Real PE - Personal Footwork and 1 leg balance	Personal: I know where I am with my learning and have begun to challenge myself. Further develop fundamental skills of agility and balance: Footwork & 1 leg balance	Balance: 1 leg 30 seconds. Footwork: skip with knee and opposite elbow at 90°	Balance: 1 leg 30 seconds - 5 mini squats. Footwork: side steps 180° front & reverse pivots	Balance: 1 leg 30 seconds - eyes closed. Footwork: Hopscotch forwards and backwards, hopping on same leg.	Balance: 1 leg 30 seconds - 5 squats. Footwork: Hopscotch forwards and backwards, hopping on alternating legs	Balance: 1 leg 30 seconds - 5 ankle extensions. Footwork: Move in a zigzag pattern forwards and backwards	



Shared Reading text: All the King's Tights (Early Readers - red) by Maudie Smith

