



# Chacewater School LEAP Curriculum

















Class: Y3 **Curriculum Driver:** Science: Living things and their habitats & Animals including humans **Curriculum Theme:** What's inside us? Term: Autumn 1  
**British values:** Respect

**Local** **Engaging** **Aspiring/ambitious** **Powerful/purpose**

## Sequence of Learning

<b>Subject</b>	<b>Intent and links to previous learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Outcome/Composite</b>
<b>Science</b>  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> <div data-bbox="715 926 943 1058"> <p>Identifying, Classifying and Grouping</p> </div>	<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><b>Enquiry Question:</b> How do the skeletons of different animals compare?</p> <div data-bbox="1285 1163 1513 1295"> <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><b>Enquiry question:</b> Do people with longer legs jump further? (plan an enquiry/gather, record and interpret results)</p> <div data-bbox="1552 1331 1635 1398"> </div> <div data-bbox="1581 1430 1810 1562"> <p>Comparative and Fair Testing</p> </div>	<p>To be able to explain how bones and muscles work together to create movement.</p>	<p>Name the different bones in the body (linked to sequence #4)</p> <p><b>TAPS Title:</b> Skeleton research - use different types of scientific enquiries to answer questions: secondary sources</p> <div data-bbox="2169 1066 2258 1150"> </div>	<p>Children will be able to label and identify different body parts of the human body. They will be able to explain what our muscles do when we move and show this understanding by planning a science experiment.</p> <p>Children will be able to categorise animals by comparing their skeletons, explaining why some animals have an exoskeleton.</p> <p>Children will be able to discuss and label the food wheel, identifying what we need in a balanced diet and the importance of nutrients to help both animals and humans grow.</p>

<b>Geography</b>  What are the key geographical features of the UK and my region?		Locate the four countries of the UK Compare and contrast the four countries of the UK.  	Identify where I live in the UK Locate the UK's counties and cities 	Identify physical characteristics of the UK 	Explain how human activities have affected the UK's landscape. 	Describe and explain the sorts of industries on which people in the UK work.	Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy. 	
<b>Computing</b>  Connecting computers	<b>Connecting systems and networks:</b> Children will learn about input and output processes and how these work within computer systems.	To understand how a digital device functions	To be able to identify input and output devices	To understand how digital devices can change the way we work	To understand how a computer network can be used to share information	To understand how digital devices can be connected	To know the physical components of a network	Pupils will understand how computers can work together in a network and the opportunities this offers for communication and collaboration
<b>DT</b>  Cooking and nutrition: eating seasonally	Children are aware that eating seasonally is a beneficial choice for the environment and local producers.  Children will use their knowledge of seasonal foods and food preparation skills to create a seasonal tart and evaluate their ingredient choices.	To be able to explain why food comes from different places around the world.	To be able to explain the benefits of eating seasonally and identify seasonal foods grown in the UK.	To be able to develop cutting and peeling skills, for food preparation.	To be able to evaluate seasonal ingredients and describe their flavour.	To be able to create a mock seasonal tart using design criteria.	To be able to evaluate the taste, texture and appearance of a seasonal tart and receive feedback.	Children will be confident in evaluating their own and their peers' seasonal tarts after planning, preparing, making and tasting.
<b>Music</b>  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 be able to create a pattern and perform to the class.	To perform and record a piece of music on the ukulele using the skills learnt this term.
<b>RE</b>   2.1: CREATION/ FALL: What do Christians learn from the creation story?	Children will have previous knowledge of God and Jesus.  Children will learn how the Christians believed God made the world.	To be able to recall what happens in the Creation Story 	To understand how God instructed humans to look after the Earth 	To understand what the story of Adam and Eve might show about human nature and how humans should act  	To be able to discuss how the Ten Commandments and asking for forgiveness impacts the lives of Christians 	To be able to explain the best way for Christians to admit they are wrong and ask for forgiveness. 	To be able to suggest what might be important in the creation story and explain why we think that. 	Children will be able to discuss and confidently label the creation story in order, discussing the beliefs of the Christian religion, showing understanding of what they think God created and how/when.

<b>RSHE</b> 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.				
<b>E-safety</b>	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				
<b>PE</b> Football	Building on skills from KS1 multiskills. To develop and use fundamental skills in football.	To be able to control a ball using your feet.	To be able to pass the ball accurately using your feet.	To be able to dribble and turn with the ball under control.	To be able to defend against an attacker.	To be able to shoot / strike accurately towards a target.	To be able to apply learnt skills and work as a team in small football game situations	Pupils will have developed their fundamental skills and built in confidence with football specific skills including dribbling, passing and scoring. They can use and apply these skills in small game situations.
<b>Real PE -</b> 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.	<b>Balance:</b> 1 leg 30 seconds. <b>Footwork:</b> skip with knee and opposite elbow at 90°	<b>Balance:</b> 1 leg 30 seconds - 5 mini squats. <b>Footwork:</b> side steps 180° front & reverse pivots	<b>Balance:</b> 1 leg 30 seconds - eyes closed. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on same leg.	<b>Balance:</b> 1 leg 30 seconds - 5 squats. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on alternating legs	<b>Balance:</b> 1 leg 30 seconds - 5 ankle extensions. <b>Footwork:</b> Move in a zigzag pattern forwards and backwards		
<b>Reading Opportunities</b>		