



Chacewater School LEAP Curriculum



Class:Y3	Curriculum Driver: Science: Animals including humans	Curriculum Theme: What's inside us?				British values: Respect		Term: Autumn 1
Local		Engaging				Aspiring/ambitious		Powerful/purpose
		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science What's inside us?	KS1 – 'what makes me', understanding basic body parts. We will recap what nutrients are, and why we need these to help us grow. We will learn the function of the skeleton and muscles as well as the importance of a balanced diet.	To be able to sort foods into food groups and find out about the nutrients that different foods provide. 	To be able to explore the nutritional values of different foods by gathering information from food labels.	To be able to sort animal skeletons into groups, discussing patterns and similarities and differences. Enquiry Question: How do the skeletons of different animals compare? 	To be able to investigate how the human skeleton supports movement. Enquiry question: Do people with longer legs jump further? (gather record and interpret results) 	To be able to explain how bones and muscles work together to create movement.	To know the main parts of the human skeleton. TAPS Title: Skeleton research - use different types of scientific enquiries to answer questions: secondary sources 	Children will be able to label and identify different parts of the human skeleton. They will be able to explain what our muscles do when we move and categorise animals by comparing their skeletons. 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.
Geography What are the key geographical features of the UK and my region?		Locate and compare the four countries of the UK  	To be able to locate the UK's counties and cities and identify where I live. 	To be able to identify physical characteristics of the UK. 	To be able to explain how human activities have affected the UK's landscape. 	To be able to describe and explain the sorts of industries on which people in the UK work.	To understand the different types of energy sources used in the UK and evaluate the advantages and disadvantages of wind energy. 	
Computing Connecting computers	Connecting systems and networks: 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
DT Healthy and varied diet (including cooking and nutrition requirements for KS2)	Children are aware that there is a need for a variety of foods in a healthy diet Y3 Children will use their knowledge of the food wheel in science. Children will learn about seasonal produce.	To understand why food comes from different places around the world	To understand the benefits of seasonal foods.	To be able to develop cutting and peeling skills, showing an understanding of tool dangers.	To be able to evaluate seasonal ingredients and analyse existing products.	To be able to design a seasonal tart to meet the design criteria	To be able to follow a recipe and evaluate our dish against the design criteria	Children will learn about food that is imported and seasonal produce. They will use this knowledge to design, make and evaluate a seasonal tart to meet set design criteria.

RE 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.	<u>What is the story of Creation?</u> To be able to recall what happens in the Creation Story 	<u>How were humans asked to look after the Earth?</u> To understand how God instructed humans to look after the Earth 	<u>What is the importance of the story of Adam and Eve?</u> To understand what the story of Adam and Eve might show about human nature and how humans should act 	<u>How and why do Christians pray to God?</u> To be able to discuss how the Ten Commandments and asking for forgiveness impacts the lives of Christians 	<u>How and why do Christians pray to God?</u> To be able to explain the best way for Christians to admit they are wrong and ask for forgiveness. 	<u>What part of the Creation Story is important to Christians and people who aren't Christian?</u> 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.	
RSHE Wellbeing: Emotions: How can I manage my emotions?		Our emotions toolkit: strong emotions	Emotions and deep feelings	Managing strong emotions	Managing conflict in healthy ways				
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 invasion Games - netball		To be able to pass and receive the ball in netball	To be able to perform a stride stop in netball	To be able to dodge into a space	To be able to mark a player to defend.	To be able to shoot at a target.	To be able to work as a team in a small game.		
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.	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			
Reading Opportunities									