**Newquay Junior Academy - Spring Sequence - Year 3**

**‘DRAGONS’ and ‘ALL THAT RUBBISH’**

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| **SCIENCE – FIRST HALF****Prior knowledge...** PlantsSeeds and bulbs grow into mature plants. Plants need light, water and warmth to grow and stay healthy. |  | **COMPUTING – FIRST HALF TERM****Prior knowledge…**Pupils will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. |  | **COMPUTING – SECOND HALF TERM****Prior knowledge…** Pupils will have used [j2e pictogram](https://www.j2e.com/jit5#pictogram) tool which can be accessed online using a desktop, laptop or tablet computer. Your school may have access to an equivalent alternative which could be used instead. |  |
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| **INTENT**Pupils will investigate and identify the parts of a flowering plant. They will be able to explain the function of different parts and will investigate and identify the conditions required for successful growth. |  | **INTENT**Pupils will develop their understanding of what a branching database is and how to create one. They will understand what attributes are and how to use them to sort groups of objects by using yes/no questions. They will create physical and on-screen branching databases and evaluate them to decide what types of data should be presented. |  | **INTENT**Pupils will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to their animation, such as music and text. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**Plants - Air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, photosynthesis, chlorophyllPlants are producers, they make their own food.Leaves absorb sunlight and carbon dioxide. Plants have roots which provide support and draw water from the soil. Seeds/bulbs require the right conditions to germinate and grow. |  | **VOCABULARY/STICKY KNOWLEDGE**Data, database, data organisation, categories, groups, branching database |  | **VOCABULARY/STICKY KNOWLEDGE**Animation, flip-books, stop-frame animation, storyboard, consistency |  |
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| **SEQUENCE OF LESSONS:**WOW: https://explorify.uk/en/activities/zoom-in-zoom-out/pink-and-whiteQuizziz assessment - before and after unit1. Identify and describe the different parts of flowering plants: roots, stem, leaves & flower.2. Investigate the requirements of plants for growth – light, air, water, nutrients and how water is transported within plants.3. Explore that part that flowers play in the life cycle of a flowering plant.4. To explore the part that seed dispersal plays in the life cycle of a flowering plant. |  | **SEQUENCE OF LESSONS:**1. To create questions with yes/no answers2. To identify the object attributes needed to collect relevant data 3. To create a branching database 4. To explain why it is helpful for a database to be well structured5. To identify objects using a branching database6. To compare the information shown in a pictogram with a branching database |  | **SEQUENCE OF LESSONS:**1. To explain that animation is a sequence of drawings or photographs2. To relate animated movement with a sequence of images3. To plan an animation4. To identify the need to work consistently and carefully5. To review and improve an animation6. To evaluate the impact of adding other media to an animation. |  |
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| **OUTCOME/COMPOSITE**PlantsPupils will lead the growing project with Newquay Zoo. |  | **OUTCOME/COMPOSITE**This unit progresses pupils’ knowledge and understanding of presenting information. It builds on their knowledge of data and information from key stage 1. They continue to develop their understanding of attributes and begin to construct and interrogate branching databases as a means of displaying and retrieving info. |  | **OUTCOME/COMPOSITE**This unit progresses pupils’ knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their video editing skills in Year 5. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM****Prior knowledge...** This half term of RE will draw on the pupils understanding **Christianity** from **KS1.**  |  | **RELIGIOUS EDUCATION – SECOND HALF TERM****Prior knowledge...** This half term of RE will draw on the pupils understanding Christianity from **KS1** and **Y3**.  **Y3** (Unit L2.1) |  | **PHYSICAL EDUCATION – FIRST HALF TERM****Prior knowledge…** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a range of opportunities to extend their agility, balance and coordination. |  |
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| **INTENT**Christianity (Unit L2.1) Key Question: What do Christians learn from the creation story? (Creation) |  | **INTENT**Christianity (Unit L2.5) Key Question: Why do Christians call the day Jesus died ‘Good Friday’? (Salvation). |  | **INTENT**In DANCE, pupils will acquire and develop fundamental dance skills that will allow them to convey meanings and feelings through performing. |  |
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| **VOCABULARY/STICKY KNOWLEDGE****Genesis 1**: a poem found the Old Testament of the Bible explaining the creation of the universe.**Jesus**: Jesus Christ, the son of God, a person who was both God and man, the Messiah sent by God to save the human race.**God:** is the eternal being who created and preserves the world.**Creation:** it describes how the world was created.**Bible:** the Christian’s holy book (Old and New Testament). |  | **VOCABULARY/STICKY KNOWLEDGE****Sacrifice:** is a loss or something you give up, usually for the sake of a better cause. **Salvation:** The word we use to talk about how Jesus saves us is called salvation. **Incarnation:** The Christian belief that God took human form by becoming Jesus. Incarnation literally means ‘to take on flesh’. **Resurrection:** The Christian belief that God took human form by becoming Jesus. Incarnation means ‘to take on flesh’. **Holy communion:** means 'togetherness' and this is a ritual to show the togetherness of Christians and God. The Last Supper was Jesus' last meal before he died and he shared two signs with his followers: Bread and wine. |  | **VOCABULARY/STICKY KNOWLEDGE**Motif, Rhythm, Tempo, Canon, Unison, Sequence, Feedback  |  |
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| **SEQUENCE OF LESSONS:**1. To be able to explain the creation narrative in Christianity.2. To think about what God is like.3. To understand God had an expectation of how humans look after the Earth.4. To understand what the bible means to Christians.5. To understand how the creation story teaches Christians. |  | **SEQUENCE OF LESSONS:**1. To identify the key events during Holy week.2. To understand how Mary felt during the events of Holy Week.3. To identify what different churches do on Palm Sunday, Good Friday and Easter Sunday.4. To identify the emotions of hope, sadness and joy felt throughout Holy week.5. To understand why Christians call the day Jesus died ‘Good Friday’. |  | **SEQUENCE OF LESSONS:**1. To understand what ‘beat’ and ‘rhythm’ mean and be able to choreograph an 8-beat motif2. To create a ‘pathway’ and link with motif to create a ‘short sequence’3. To understand the terms ‘match’ and ‘mirror’ and be able to choreograph this into their sequence.4. To develop the skills to refine their sequence and perform their dance to their peers.5. To choreograph a dance that reflects a given stimulus.6. To be able to apply all skills learnt throughout the module and evaluate their learning. |  |
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| **OUTCOME/COMPOSITE**Make sense of belief: Place the concepts of God and Creation on a timeline of the Bible’s ‘big story. Make clear links between Genesis 1 and what Christians believe about God and Creation. Understand the impact: Describe what Christians do because they believe God is Creator. Describe how and why Christians might pray to God. Make connections: Ask questions and suggest answers about what might be important in the Creation story. |  | **OUTCOME/COMPOSITE**Make sense of belief: Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people. Give examples of what Christians say about the importance of the events of Holy Week. Understand the impact: Make links between the Gospel and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways . Make connections: Raise thoughtful questions about why Christians call the day Jesus died ‘Good Friday’. |  | **OUTCOME/COMPOSITE**Pupils will be able to create dance movements and a basic motif. They will be able to perform to their peers and learn how to give and receive feedback.  |  |



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| **PHYSICAL EDUCATION – SECOND HALF TERM****Prior knowledge…** Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. |  | **PSHE – FIRST HALF TERM****Prior knowledge...** Pupils know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere |  | **PSHE – SECOND HALF TERM****Prior knowledge...** Pupils know about having a healthy relationship with food and making healthy choices. Know about things that make them feel relaxed and stressed. |  |
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| **INTENT**In NET & WALL GAMES, pupils will acquire and develop skills to be able to rally in tennis and volleyball. They will understand and be able to perform the basic shots in both tennis and volleyball.  |  | **INTENT**Look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The pupils identify their own dreams and ambitions and discuss how it will feel when they achieve them. |  | **INTENT**Pupils talk about the importance of exercise and how it helps your body to stay healthy; talk about their heart and lungs, discuss what they do and that they are very important; talk about calories, fat and sugar. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**NET and WALL games, forehand, back hand, rally, volley, dig. |  | **VOCABULARY/STICKY KNOWLEDGE**Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Celebrate, Evaluate.· Know that they are responsible for their own learning · Know what an obstacle is and how they can hinder achievement · Know how to take steps to overcome obstacles · Know what dreams and ambitions are important to them |  | **VOCABULARY/STICKY KNOWLEDGE**Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice. - Know how exercise affects their bodies - Know that there are different types of drugs - Know that there are things, places and people that can be dangerous - Know when something feels safe or unsafe |  |
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| **SEQUENCE OF LESSONS:**1. To understand what ‘net and wall’ games are and apply basic skills to play a game. 2. To acquire skills to be able to hold a racket with the correct forehand and backhand grip and have a basic rally.3. To acquire skills to be able to control the direction of the ball when you hit it and be able to take part in rallies. 4. To acquire the skills to perform a ‘volley’ and ‘dig’ in volleyball. 5. To apply skills in a game in line with basic volleyball rules. 6. To understand what the term ‘strategy’ means and apply a strategy in small games.   |  | **SEQUENCE OF LESSONS:**1. To discuss and develop our dreams and goal 2. To develop and discuss my dreams and ambitions.  3. To think about new challenges and why there are important 4. To develop new challenges.  5. To identify how to overcome obstacles to achieving new challenges |  | **SEQUENCE OF LESSONS:**1. To decide whether I have made / how to make a healthy choice? 2. To understand what is a heathy, balanced diet.3. To discuss: What Do I Know About Drugs? 4. To discuss ways of staying safe 5. To discuss whether a choice is safe or unsafe |  |
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| **OUTCOME/COMPOSITE**Pupils will understand what NET / WALL games are and give examples of these sports. Pupils will know the different shots and be able to perform them with a developing technique. Pupils will start to challenge themselves to have longer and more controlled rallies. |  | **OUTCOME/COMPOSITE**Pupils know what dreams and ambitions are important to them. They know how they can best overcome learning challenges. Pupils know that they are responsible for their own learning. |  | **OUTCOME/COMPOSITE**Pupils will know why their hearts and lungs are such important organs. To know that the amount of calories, fat and sugar that they put into their bodies will affect their health. |  |

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| **DESIGN TECHNOLOGY****Prior knowledge...** The parts of an object that move together as mart of a machine is called a mechanism. A lever is something that turns on a pivot and that a linkage is a system of levers that are connected by pivots. |  | **MUSIC****Prior knowledge…** A good singing performance needs posture, breathing and clear diction. Pitch is the musical word for the range of high and low sounds. Dynamics is the musical word to describe how loud or quiet the music is. Tempo is an Italian word used to describe how fast or slow the music is. |  | **GEOGRAPHY** **Prior knowledge –** Use basic geographical vocabulary (physical and human features). Why we use maps. Experience using different map types. Begin to describe the location of features and routes on analogue maps using N-S-E-W to give simple directions. Devise a simple map with a key and match aerial photos to maps. |
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| **INTENT**Pupils willdesign and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts while also building on their design knowledge. They will then be introduced to thumbnail sketches and exploded diagrams |  | **INTENT**Pupils will develop listening and appraising skills through the focus of ‘The Dragon Song’. They will play melody and chords as an ensemble which will be performed and recorded. |  | **INTENT**Pupils will learn that Earth is split into continents and that these have moved over time. They will use simple scale maps with symbols and keys. Use direction to ID location (North – South – West – East) Use letter and number coordinates (4 figure grid referencing). Begin to use topography to accurately locate places on a map of Newquay. Draw basic maps (including basic grid references, symbols and keys). Orientate their own map using the compass rose. Pupils will use basic topography to locate and label continents and investigate environmental disaster hot spots around the globe and in Newquay. |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**Exploded diagram, function, input, linkage, mechanism, motion, net, output, pivot, pneumatic system, thumbnail sketch |  |  **VOCABULARY/STICKY KNOWLEDGE**Chords, ensemble, melody, improvise Chords are when more than one note is played at the same time. Ensemble is a French word used to describe playing/singing/performing together. A melody is a sequence of single notes that is musically satisfying; a tune. Improvisation is to make up a sequence or tune and play it on the spot. |  | **VOCABULARY/STICKY KNOWLEDGE**Knowledge—Identify maps in different forms. Understand that maps use scales, keys, symbols, coordinates and compass points to represent a location.Names of the continents.Vocabulary—Map, grid reference, key, symbols, compass, orientate. |
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| **SEQUENCE OF LESSONS:**Lesson 1: Exploring pneumaticsIn this practical lesson, children investigate and explore different pneumatic systems.Lesson 2: Designing a pneumatic toyThe children use their understanding of pneumatics to design their own pneumatics toys through thumbnail sketches and exploded diagrams.Lesson 3: Making pneumatic toysChildren create a working pneumatic system and casing for their toys.Lesson 4: Decorating and assembling my toyPupils add decorations and assemble the final components. |  | **SEQUENCE OF LESSONS:**1. Learn and sing the song – ‘Dragon Song’.
2. Sing the song and play instrumental parts within the song.
3. Sing the song and improvise using voices and/or instruments within the song.
4. Sing the song and perform compositions within the song.
5. Pupils to choose what they perform today. Start to prepare for end of unit performance.

 |  | **SEQUENCE OF LESSONS:**1.To revise knowledge of the seven continents of the world.2. To research and identify environmental black spots on a world map. 3. To link the ‘leave no trace’ project with a local investigating about pollution.During the walk pupils should be given the chance to practise their orienteering skills by leading others to the next destination. In each location pupils note down the pollution and take pictures.4.To identify and plot areas of local environmental issues on a map, using a key and symbols.  |
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| **OUTCOME/COMPOSITE**To create a pneumatic toy of a dragon. |  | **OUTCOME/COMPOSITE**Pupils will record ‘The Dragon Song’ as a class with some pupils singing and some pupils playing instruments to accompany the song. |  | **OUTCOME/COMPOSITE**Pupils can plan a journey in Newquay. Pupils can create a map of Newquay with 4 figure grid reference, symbols and key. Pupils have a go at orienteering. |

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| **SCIENCE – SECOND HALF**Prior knowledge… May have an awareness of how to make things stop and start, using simple pushes and pulls. They may know about floating and sinking. |  | **SPANISH**Prior knowledge… Pupils to remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **ART**Prior knowledge… Watercolour paint can be mixed to create their desired colour. What a line drawing is (not to include shading and colour) |  |
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| **INTENT**Forces (magnetism)Pupils will be able to group everyday materials based on whether they are magnetic or not. Pupils will be able to explain that magnets attract some materials and repel others. |  | **INTENT**Pupils will say animal nouns, say a simple sentence to say their favourite animal. To remember and say six colours, ask and answer age and say numbers to 10. |  | **INTENT**Pupils will explore line drawing and develop the skill to produce original line drawings of dragons. They will explore ways of developing their outlines; through colouring, collage and/ or digitally using Photoshop. Pupils will also explore the use of watercolour; washes and intense detail, inspired by Jackie Morris.. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**- force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compassMagnets exert attractive forces on some materials. Magnets exert attractive and repulsive forces on each other. |  | **VOCABULARY/STICKY KNOWLEDGE**Un gato – a cat, Un perro- a dog, Un pez – a fish, U, caballo- a horse, Un conejo- a rabbit, Una serpiente - a snake, Un pájaro – a bird, Un ratón - a mouse, Una vaca - a cow, Una oveja – a sheep, Me gusta/n .. – I like, Mi animal favorito es …. My favourite animal is…. ¿Cuál es tu animal favorito? , Once- 11, Doce- 12, Trece- 13, Catorce-14, Quince-15, Dieciséis- 16, Diecisiete-17, Dieciocho- 18, Diecinueve-19, Veinte-20, ¿Cuántos aňo, tienes? – How old are you, Tengo …… aňos- I am ….. years |  | **VOCABULARY/STICKY KNOWLEDGE**Line drawings need to be continuous lines to avoid colour bleed if converted to digital format. That digital media software can create multiple images with different effects developed from an original line drawing. Different techniques and applications suit different intentions. Watercolour paint: the more water that is used, the more translucent the effect. |  |
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| **SEQUENCE OF LESSONS:**WOW: Trip to the recycling centre.Quizziz assessment before and after unit.HOW:1.Compare how things move on different surfaces.2.To notice that some forces need contact between two objects but magnetic forces can act at a distance.3.Compare and group together everyday materials on the basis of whether they are attracted to a magnet or not.4.To observe how magnets attract or repel each other and attract some materials and not others.5.To predict whether two magnets will attract or repel each other depending on which poles are facing. |  | **SEQUENCE OF LESSONS:**1. To remember some colours and numbers2. To say 4 animals in Spanish3. To say and read 4 animals in Spanish4. To say what my favourite animal is5. To recognise some plural nouns for animals6. To understand a simple story\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. To know some facts about Carnival in Spain2. To join in with a song about colours/ days of the week3. To remember six colours4. To remember the numbers and play games with them5. To ask and answer my age in Spanish6. To play games with days and months |  | **SEQUENCE OF LESSONS:**1.To use imagination and research to inspire a fantasy line drawing of a dragon. Must be simplistic and lines must be continuous with no gaps to avoid colour bleed. 2.To choose whether to colour or collage their original hand-drawn dragon line drawing. To compare and evaluate their finished pieces ('real’ & digital) 3.To learn techniques of wash and more intense colour application using watercolour’4.To create an A3 watercolour painting of a dragon in the style of artwork in 'Tell Me A Dragon ' book. |  |
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| **OUTCOME/COMPOSITE**Pupils to make a magnetic game. |  | **OUTCOME/COMPOSITE**Pupils will play games in Spanish |  | **OUTCOME/COMPOSITE**Pupils will have developed skills in drawing and watercolour, producing an image of a dragon that is embellished in their chosen way coloured in or collaged. Plus, a large watercolour painting will be used as a backdrop for expressive poetry (literacy) |  |
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