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

**‘‘DRAGONS’ and ‘ALL THAT RUBBISH’**

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| **SCIENCE – FIRST HALF TERM**  **Prior knowledge...**  Plants  Seeds and bulbs grow into mature plants. Plants need light, water and warmth to grow and stay health |  | **SCIENCE – SECOND HALF TERM**  **Prior knowledge...**  Forces  May have an awareness of how to make things stop and start, using simple pushes and pulls.  They may know about floating and sinking. |  |  |  |
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| **INTENT**  Plants  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**  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. |  |  |  |
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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, chlorophyll  Plants 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**  Forces (magnetism) - force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass  Magnets exert attractive forces on some materials.  Magnets exert attractive and repulsive forces on each other. |  |  |  |
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| **SEQUENCE OF LESSONS:**  **Plants**  [**https://explorify.uk/en/activities/zoom-in-zoom-out/pink-and-white**](https://explorify.uk/en/activities/zoom-in-zoom-out/pink-and-white)  1. 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:**  **Forces (magnetism)**  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. |  |  |  |
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| **OUTCOME/COMPOSITE**  Plants  Pupils will practically investigate plants, planting fruits such as strawberries to then share with parents in an end of topic picnic.  . |  | **OUTCOME/COMPOSITE**  **Forces (magnetism)**  **Pupils will practically investigate magnets. By the end of the topic, children will make a magnetic game, with instructions, to share with children from Newquay Primary Academy.** |  |  |  |

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| **HISTORY FIRST HALF TERM**  Forces (magnetism)  Pupils will practically investigate magnets. By the end of the topic, children will make a magnetic game, with instructions, to share with children from Newquay Primary Academy. |  | **HISTORY SECOND HALF TERM**  **Persia and Greece**  **Prior knowledge…** Pupils will have learnt about the Indus Valley civilisation |  | **MUSIC**  Pentatonic melodies and composition (Theme: Chinese New Year) Prior knowledge... · Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. · A ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. · A ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’. · A ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. · Many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music. |  |
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| **INTENT**  Pupils will be able to understand key ideas about the Indus Civilisation including their architecture, trade and travel. Pupils will learn about rulers and religion during this period. |  | **INTENT**  Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires. |  | **INTENT**  To understand the features of a pentatonic melody and scale and to use this to compose and perform their own piece of music in a group. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.**    **Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?** |  | **VOCABULARY/STICKY KNOWLEDGE**  **Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Greek religion – gods and goddesses.**    **Disciplinary focus: similarity and difference What did Greek city-states have in common?** |  | **VOCABULARY/STICKY KNOWLEDGE**  Tempo, crescendo, dynamics, timbre, duration |  |
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| **SEQUENCE OF LESSONS:**   1. The dancing girl 2. So many puzzles! 3. Bricks, buildings and baths 4. Making beautiful things 5. Boats and barter, trade and travel.   Two more puzzles: rulers and religion. |  | **SEQUENCE OF LESSONS:**   1. **The king of kings** 2. **The Persian Empire** 3. **The Greek city states** 4. **Greek gods and goddesses** 5. **The Greek language and The Iliad.**   **The Greek and Persian wars** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Dragon dance To learn about the music used to celebrate the Chinese New Year festival.**  **Lesson 2: Pentatonic scale To play a pentatonic melody.**  **Lesson 3: Letter notation To write and perform a pentatonic melody.**  **Lesson 4: Enter the dragon To perform a group composition. Lesson 5: Final performance To perform a piece of music as a group.** |  |
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| **OUTCOME/COMPOSITE**  **Invite parents in prior to collection to share their learning.** |  | **OUTCOME/COMPOSITE**  Invite parents in prior to collection to share their learning. |  | **OUTCOME/COMPOSITE**  Play their part in a composition confidently. Work as a group to perform a piece of music to their class. |  |

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| **GEOGRAPHY FIRST HALF TERM**  **Settlement and cities**  **Prior knowledge – Pupils will have learnt about rivers and how settlements were built up around them.** |  | **GEOGRAPHY SECOND HALF TERM**  **Agriculture**  **Prior knowledge – Pupils will have learnt about settlements and river** |  | **ART**  **Prior knowledge… Watercolour paint can be mixed to create their desired colour. What a line drawing is (not to include shading and colour)** |  |
|  |  |  |  |  |  |
| **INTENT**  **Disciplinary focus: diversity**  **How are settlements similar and different?** |  | **INTENT**  **Disciplinary focus: interaction**  **How are we connected to farmers?** |  | **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**  Settlements & cities  Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.  Major cities in the UK – locational overview  London as a conurbation and London boroughs  Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do  people move about in London?  Patterns of settlement in Cardiff and London. |  | **VOCABULARY/STICKY KNOWLEDGE**  Agriculture  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).  Sheep farming in Wales - Snowdonia.  Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex  Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  Geographical skills: Optional local fieldwork on local shops -their sourcing, economic and ethical considerations. |  | **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:**  1. What is a settlement?  2. What is a village?  3. What is a town?  4. What is a city?  5. London: the largest city in the UK.  6. Cardiff is a city. |  | **SEQUENCE OF LESSONS:**  **1. What is agriculture?**  **2. Arable farming.**  **3. Pastoral farming.**  **4. How does farming change the landscape?**  **5. How does our food affect farming?**  **6. Sheep farming in Wales.** |  | **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**  Parents in to learn how rivers, people and land affect each other? |  | **OUTCOME/COMPOSITE**  Parents in to learn how we are connected to farmers. |  | **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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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge…** This half term of RE will draw on the children’s understanding of **Hinduism** from autumn 1. |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge… This half term of RE will draw on the children’s understanding other religions from KS1 and previous terms.** |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  |
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| **INTENT**  **Hinduism 3 – Living Hindu traditions**  **Key Question: How do Hindus show their devotion?** |  | **INTENT**  **Judaism 1 Abraham, Isaac, Jacob.**  **Key Question: Why is the Promised Land so important in Judaism?** |  | **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.** |  |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Ganesha stories and their meanings   Parvati and Shiva - family in Mount Kailash   The festival of Teej - women in Hinduism   Puja ceremony  Puja in Hindu stories  Listening to Hindu people talk about their beliefs and practices.  Optional visit to Hindu temple and/or people |  | **VOCABULARY/STICKY KNOWLEDGE**  How have stories from the Hebrew Bible shaped Judaism?   How did the Jews explain what they saw and experienced?   Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land,   Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.     Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. |  | **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 |  |
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| **SEQUENCE OF LESSONS:**  1. Worshipping together -family puja  2 . Worshipping anywhere, any time?  3. Ganesha, the god of good fortune.  4 . The story of Ganesha’s birth.  5. Shiva’s endings and beginnings.  6. A festival for Parvati. |  | **SEQUENCE OF LESSONS:**  1. The Hebrew Bible  2. The story of Abram and Sarai  3. Abram becomes Abraham  4. Abram and his son, Isaac  5. The story of Isaac and Rebekah  6. The story of Jacob and Rachel |  | **SEQUENCE OF LESSONS:**  **1. To remember some colours and numbers**  **2. To say 4 animals in Spanish**  **3. To say and read 4 animals in Spanish**  **4. To say what my favourite animal is**  **5. To recognise some plural nouns for animals**  **6. To understand a simple story**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **1. To know some facts about Carnival in Spain**  **2. To join in with a song about colours/ days of the week**  **3. To remember six colours**  **4. To remember the numbers and play games with them**  **5. To ask and answer my age in Spanish**  **6. To play games with days and months** |  |
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| **OUTCOME/COMPOSITE**  **Invite parents in to share work with parents.** |  | **OUTCOME/COMPOSITE**  Invite parents in to share work with parents. |  | **OUTCOME/COMPOSITE**  Pupils will play games in Spanish |  |

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| **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. Pupils will use the data presented to answer questions.** | |  | **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 | | |  | **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 | | |  |
|  | |  |  | | |  |  | | |  |
| **INTENT**  Pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The pupils will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database. | |  | **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.    It is recommended that you use a tablet for this unit as this makes it simpler for pupils to take the photos and do the editing. However, you could use stop-frame animation software on a desktop or laptop if this is what you have available. This unit uses screenshots from iMotion which is an iPad app, but you could also try Stop Motion Studio if you have Android tablets.  . | | |  | **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.** | | |  |
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| **VOCABULARY/STICKY KNOWLEDGE**    attribute, value, questions, table, objects, branching, database, objects, equal,  even, separate, structure,  compare, order, organise, selecting, information, decision tree. | |  | **VOCABULARY/STICKY KNOWLEDGE**  **animation, flip book, stopframe, frame, sequence,**  **image, photograph, setting, character, events, onion skinning, consistency,**  **evaluation, delete, media, import, transition.** | | |  | **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** | | |  |
|  | |  |  | | |  |  | | |  |
| **SEQUENCE OF LESSONS:**  1. To explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.  2. To create questions with yes/no answers  3. To identify the object attributes needed to collect relevant data  4. To create a branching database  5. To explain why it is helpful for a database to be well structured  6. To identify objects using a branching database  7. To compare the information shown in a pictogram with a branching database  8. To explain that not all opinions shared may be accepted as true or fair by others | |  | **SEQUENCE OF LESSONS:**  **1. To explain how people can represent themselves in different ways online.**  **2. To explain that animation is a sequence of drawings or photographs**  **3. To relate animated movement with a sequence of images**  **4. To plan an animation**  **5. To identify the need to work consistently and carefully**  **6. To review and improve an animation**  **7. To evaluate the impact of adding other media to an animation** | | |  | **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 | | |  |
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| **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 information. | |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations of a game of coconut football, using characters from the VIPERS novel “Nim’s Island”. Following this unit, pupils will further develop their video editing skills in Year 5 | | |  | **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. | | |  |
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| **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. |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge...**Pupils will have developed and secured their fundamental movement skills. They will have refined and developed their agility, balance, and coordination skills. |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** Pupils will have explored their fundamental movement skills in their ‘Agility – Balance- Coordination’ unit. Pupils will have a developing understanding of the importance of team work when aiming for a specific outcome. |
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| **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.** |  | **INTENT**  In INSPIRE – CREATE - PERFORM, pupils will acquire and develop fundamental dance skills that will allow them to convey meanings and feelings through dance and performance. |  | **INTENT**  **In STRIKE – REACT - RALLY, pupils will acquire and develop skills to be able to rally using hand pads and tennis rackets.** |
|  |  |  |  |  |
| **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 |  | **VOCABULARY/STICKY KNOWLEDGE**  **Motif, Rhythm, Tempo, Canon, Unison, Sequence, Feedback, Choreograph** |  | **VOCABULARY/STICKY KNOWLEDGE**  **NET and WALL games, forehand, back hand, ready position, rally, racket.** |
|  |  |  |  |  |
| **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 |  | **SEQUENCE OF LESSONS:**    A. To understand what ‘beat’ and ‘rhythm’ mean and be able to choreograph an 8-beat motif  B. To create a ‘pathway’ and link with motif to create a ‘short sequence’  C. To understand the terms ‘match’ and ‘mirror’ and be able to choreograph this into their sequence.  D. To develop the skills to refine their sequence and perform their dance to their peers.  E. To choreograph a dance that reflects a given stimulus.  F. To be able to apply all skills learnt throughout the module and evaluate their learning. |  | **SEQUENCE OF LESSONS:**  A. To develop hand -eye coordination skills.  B. To acquire skills to use the hand paddles to return a hand-feed.  C. To acquire skills to be able to use the hand paddles to rally with a partner.  D. To understand how the directing the movement of the hand paddle will impact the direction of the ball.  E. To be able to rally competitively and use the concept of ‘my personal best’.  F. To use hand paddles / rackets to play small tennis-based games. |
|  |  |  |  |  |
| **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 |  | **OUTCOME/COMPOSITE**  Pupils will be able to create dance movements and a basic motif. Pupils will be able to choreograph a dance and perform it to their peers. Pupils will be able to use peer-evaluation to give feedback to others. |  | **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. |

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| **DESIGN TECHNOLOGY**  **SPRING TERM FIRST HALF TERM**  **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. |  | **DESIGN TECHNOLOGY**  SRING TERM SECOND HALF OF TERM  **Prior knowledge...**  Pupils can:  Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.  Prepare and cut fabric to make a pouch from a template.  Use a running stitch to join the two pieces of fabric together.  Decorate their pouch using the materials provided. |  | **TRIPS & VISITORS:**  **Visits**   * **Minack Theatre** * **Truro Museum** |
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| **INTENT**  **Pupils will design 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**  **Textiles: Cushions - making a cushion out of recycled materials.**  **Pupils will learn to use cross-stitch and**  **appliqué to design and make their own cushion.** |  |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Exploded diagram, function, input, linkage, mechanism, motion, net, output, pivot, pneumatic system, thumbnail sketch |  | **VOCABULARY / STICKY KNOWLEDGE**  **Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, seam, texture, knot** |  |  |
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| **SEQUENCE OF LESSONS:**  **Lesson 1: Exploring pneumatics**  **In this practical lesson, children investigate and explore different pneumatic systems.**  **Lesson 2: Designing a pneumatic toy**  **The children use their understanding of pneumatics to design their own pneumatics toys through thumbnail sketches and exploded diagrams.**  **Lesson 3: Making pneumatic toys**  **Children create a working pneumatic system and casing for their toys.**  **Lesson 4: Decorating and assembling my toy**  **Pupils add decorations and assemble the final components to complete their pneumatic toys.** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Cross-stitch and appliqué**  **To learn how to sew cross-stitch and appliqué**  **Lesson 2: Cushion design**  **To design a product and its template**  **Lesson 3: Decorating my cushion**  **To decorate fabric using appliqué and cross stitch**  **Lesson 4: Assembling my cushion**  **To assemble your cushion** |  | **READING OPPORTUNITIES ACROSS THE CURRICULUM:** |
|  |  |  |  |  |
| **OUTCOME/COMPOSITE**  To create a pneumatic toy of a dragon. |  | **OUTCOME/COMPOSITE**  Pupils will have designed and made a cushion out of recycled fabric which they will gift as a present to their target audience. |  |  |