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Description automatically generated**Newquay Junior Academy - Autumn Sequence - Year 3**

**‘TIME TRAVELLERS’ and ‘SHINING BRIGHT’**

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| **SCIENCE – FIRST HALF TERM**  **Prior knowledge...**Rocks and soils  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…** Computing Systems and Network - Pupils look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Pupils investigate how information technology improves our world, and they learn about using information technology responsibly. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…** Year 1 Digital Writing - progresses the pupils’ knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The pupils will develop their ability to find and use the keys on a keyboard in order to create digital content. |  |
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| **INTENT**  Pupils will be able to explain the different types of rock and, in a simple manner, how fossils are formed. |  | **INTENT**  Pupils will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. |  | **INTENT**  Pupils will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Pupils will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Pupils will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil, Mary Anning, cast fossil, mould fossil, replacement fossil, extinct, organic matter, top soil, sub soil, base rock.  There are different types of rock. There are different types of soil. Soils change over time. Fossils tell us what has happened before. Palaeontologists use Fossils to find out about the past. |  | **VOCABULARY/STICKY KNOWLEDGE**  Network, digital device, non-digital device, switch, wireless access point, Wi-Fi |  | **VOCABULARY/STICKY KNOWLEDGE**  Templates, images, text, orientation, placeholders |  |
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| **SEQUENCE OF LESSONS:**  WOW:  Quizziz assessment before and after unit.  HOW:  1.Compare and group together different kinds of rocks on the basis of appearance and simple physical properties.  2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  3.Recognise that soils are made from rocks and organic matter. |  | **SEQUENCE OF LESSONS:**   1. To explain how digital devices function 2. To identify input and output devices 3. To recognise how digital devices can change the way that we work 4. To explain how a computer network can be used to share information 5. To explore how digital devices can be connected 6. To recognise the physical components of a network |  | **SEQUENCE OF LESSONS:**  1. To describe ways people who have similar likes and interests can get together online.  2. To recognise how text and images convey information  3. To recognise that text and layout can be edited  4. To choose appropriate page settings  5. To add content to a desktop publishing publication  6. To consider how different layouts can suit different purposes  7. To consider the benefits of desktop publishing  8. To explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. |  |
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| **OUTCOME/COMPOSITE**  Pupils will make their own fossils using chocolate/sweets and be able to explain how they have been formed. |  | **OUTCOME/COMPOSITE**  Pupils will discover the benefits of connecting devices in a network. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This term of RE will draw on pupil’s understanding of Hinduism from KS1. |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...**This term **of** RE will draw on pupil’s understanding of Hinduism from KS1. |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  Prior knowledge… know fundamental movement skills (agility, balance, and coordination), individually and with others. Be competitive and co-operative physical activities, in a range of increasingly challenging situations. |  |
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| **INTENT**  Hinduism (Unit L 2.7)  *Key Question: What do Hindus believe God is like?* |  | **INTENT**  Pupils will be able to answer the following key question:  *What does it mean to be a Hindu in Britain today?* |  | **INTENT**  In MULTI-SKILLS, pupils will acquire and develop fundamental skills and movements that will underpin their future learning within Physical Education and Sport in the community. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Svetaketu, Ganesh, Diwali, Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer) |  | **VOCABULARY/STICKY KNOWLEDGE**  Dharma, ‘Sanatan Dharma’, murtis, Aum, puja, bhajans, prashad, Diwali |  | **VOCABULARY/STICKY KNOWLEDGE**  Warm-Up. Agility. Power. Apparatus. Pulse. SAQ (Speed, Agility, Quickness). Safety |  |
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| **SEQUENCE OF LESSONS:**   1. To understand how Hindu symbols and stories teach us about the belief in Brahma. 2. To recognise there are many gods in the Hindu religion. To find out about Hindu ideas linked to Brahman from looking at images of deities. 3. To understand what the Trimurti represents. Is the cycle of create/preserve/destroy important? 4. To understand what the Hindu deities show about Brahman. 5. To find out about Hindu worship in the home. 6. To recognise how the Diwali story links to a Hindu deity. |  | **SEQUENCE OF LESSONS:**   1. To discuss how Hindus show their faith within their families in Britain today (e.g., home puja)? 2. To investigate how Hindus show their faith within their families? 3. To explore what kinds of things Hindu families do during the week (e.g., daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc). 4. To investigate what Hindus do to show their tradition within their faith communities.   To explore how Hindus celebrate Diwali in Britain today. |  | **SEQUENCE OF LESSONS:**   1. To acquire skills to move your body in different ways in a controlled and co-ordinated way. 2. To acquire skills to move your body in different ways in a controlled and co-ordinated way. 3. To develop skills to throw a tennis ball with the right amount of power and accuracy. 4. To be able to evaluate yours and others movement and give feedback to team mates to help improve their performance. 5. To be able to work as a team and plan a ‘safe’ obstacle course. 6. To self-evaluate performance across the module. |  |
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| **OUTCOME/COMPOSITE**  **Make sense of belief:** Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God.  **Understand the impact**: Make simple links between beliefs about God and how Hindus live (e.g. celebrating Diwali). Identify some different ways in which Hindus worship.  **Make connections**: Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. |  | **OUTCOME/COMPOSITE**  Pupils will consolidate their learning as a poster or leaflet and complete cross curricular work on Diwali in art and PE. |  | **OUTCOME/COMPOSITE**  Pupils will be able to take part in a teacher-led warm up and understand why a warm-up is important. Pupils will have improved the quality of their fundamental movement skills. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  Prior knowledge…know fundamental movement skills (agility, balance, and coordination), individually and with others. Be competitive and co-operative physical activities, in a range of increasingly challenging situations |  | **PSHE – FIRST HALF TERM**  Prior knowledge... know that it is important to listen to other people and understand that their own views are valuable. |  | **PSHE – SECOND HALF TERM**  Prior knowledge... To name some differences and similarities between me and other people in my class. |  |
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| **INTENT**  In INVASION GAMES, pupils will acquire and develop fundamental skills that will form the foundation of their learning in years 4, 5 and 6. They will understand the concept of ‘invasion games’ and effective teamwork. |  | **INTENT**  Pupils will learn to recognise their self-worth and identify positive things about themselves and their achievements. |  | **INTENT**  • Know that everybody’s family is different  • Know that sometimes family members don’t get along and some reasons for this. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Invasion game, Underarm throw, Catch, Teamwork, Co-operation, Resilience |  | **VOCABULARY/STICKY KNOWLEDGE**  Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate. |  | **VOCABULARY/STICKY KNOWLEDGE**  Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind.  · Know that conflict is a normal part of relationships  · Know that some words are used in hurtful ways and that this can have consequences |  |
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| **SEQUENCE OF LESSONS:**   1. To understand what an ‘invasion game’ is. 2. To understand what an ‘invasion game’ is. 3. To understand what an ‘invasion game’ is. 4. To apply movement skills to move into space effectively. 5. To understand how to communicate and co-operate as a team. 6. To apply movement skills and develop quick reactions. |  | **SEQUENCE OF LESSONS:**   1. To get to know each other 2. To discuss our nightmare school 3. To develop our dream school 4. To discuss and develop rewards and consequences 5. To discuss and develop our class ’Learning Charter’ |  | **SEQUENCE OF LESSONS:**  1.To understand there are many different types of family  2. To understand family conflict is normal and discuss strategies to deal with it.  3. To understand what it means to witness family conflict and discuss associated feelings  4. To understand what it means to witness family conflict and consider possible solutions  5. To understand that words can harm |  |
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| **OUTCOME/COMPOSITE**  Pupils will understand what an invasion game is and be able to give sport specific examples. They will understand how to work as a team and apply the principles of attack and defence. They will understand why rules are important and play games in line with the rules. |  | **OUTCOME/COMPOSITE**  Pupils will recognise their worth and can identify positive things about themselves. |  | **OUTCOME/COMPOSITE**  Pupils will learn about families, that they are all different and that sometimes they fall out with each other. |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge...**  • I associate a structure with a building.  •I can measure, cut and attach materials with some accuracy.  •Materials can be fixed to each other in different ways and can be temporary or permanent.  •Decoration improves a products finish. |  | **MUSIC**  **Prior knowledge…**use their voices expressively and creatively by singing songs and speaking chants and rhymes**.** Play tuned and untuned instruments musically**.** Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. |  | **SCIENCE – SECONF HALF TERM**  **Prior knowledge** Observed changes across the four seasons. Observed and described weather associated with the seasons and how day length varies. |  |
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| **INTENT**  Pupils will know:  Structures: Constructing a roundhouse  To design and make a roundhouse using 3D nets |  | **INTENT**  Pupils will learn to play and read the notes C, D, E and F. They will learn to play a number of different tunes, improvise and compose using the above notes. They will have the opportunity to perform and share their compositions. |  | **INTENT**  Pupils will understand light comes from a source.  Pupils will understand that materials can be either opaque, translucent, or transparent. They will be able to explain what each of these terms means. |  |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  2D, 3D, Castle, Design, Key features, Net, Scoring, Shape, Stable, Stiff, Strong, Structure, Tab, Roundhouse |  | **VOCABULARY/STICKY KNOWLEDGE**  Pulse, rhythm, stave   * Pulse is the steady beat of music. * Rhythm is a combination of long and short sounds that convey movement. * A stave is a ladder of 5 lines which are used for music notation. |  | **VOCABULARY/STICKY KNOWLEDGE**  Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent.  There must be light for us to see. Without light it is dark. We need light to see things even shiny things. Transparent materials let light through them and opaque materials don’t let light through. Beams of light bounce off some materials (reflection). Shiny materials reflect light beams better than non-shiny materials. |  |
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| **SEQUENCE OF LESSONS:**  Lesson 1: Features of a castle/ roundhouse  To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.  Lesson 2: Designing a roundhouse  To design a roundhouse  Lesson 3: Nets and structures  To construct 3D nets  Lesson 4: Building a roundhouse  To construct and evaluate my final product |  | **SEQUENCE OF LESSONS:**  1. To explore the note ‘E’, the use of a stave and understand the term pulse.  2. To perform a piece of music with the notes D and E.  3. To explore and improvise with the notes ‘C and D’ using different note lengths. Understand the term ‘rhythm’.  4. To use knowledge from previous 3 lessons, learn and perform a short piece of music with the introduction of ‘F’.  5. To change the name to ‘Tilly’s Theme’, pupils to learn the piece ready for end of term performance. (Do not learn to play ‘Portsmouth’).  6. To perform ‘Tilly’s Theme’ in a group. |  | **SEQUENCE OF LESSONS:**  WOW: Explore - Shadow shapes  HOW:  1.To recognise that they need light in order to see things and that dark is the absence of light.  2. To notice that light is reflected from surfaces.  3. To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.  4. To recognise that shadows are formed when the light from a light source is blocked by an opaque object.  5. To find patterns in the way that the size of shadows changes.  6. To recognise that shadows are formed when the light from a light source is blocked by an opaque object.  NOW: Create and be able to tell a story using shadow puppets. |  |
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| **OUTCOME/COMPOSITE**  Pupils will have designed and made their own roundhouse out of 3D nets |  | **OUTCOME/COMPOSITE**  Pupils will be able to read and play the notes C, D, E and F whilst using these to play, improvise and compose songs. |  | **OUTCOME/COMPOSITE**  Pupils will practically investigate light. By the end of the topic pupils will have created their own shadow puppets and will be able to use them to tell a story (Cross curricular link with English and RE). |  |

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| **History**  Prior knowledge…Children will have learnt about local history    Stone Age to Iron Age (Local History links)   |  | | --- | |  | |  | **SPANISH**  Prior knowledge…n/a |  | **ART**  Prior knowledge…Red, blue and yellow are the 3 primary colours, they cannot be made from other colours mixed together. Other colours can be made by mixing different colours together. Some materials can be moulded or engraved with lines and/or patterns. |  |
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| **INTENT**  Pupils will be able to understand that the ice melted, people began to farm, make tools and found religion. They will examine the evidence around our locality – caves, Porth Island, Barrowfields. |  | **INTENT**  Pupils will say a greeting; respond to a question about feelings; attempt to question say at least 4 colours and count from 1—10.  Recognise and say days of the week and months of the year. |  | **INTENT**  Pupils to explore the concept of colour, how to mix primary, secondary and tertiary colours and the impact that colour can have on mood and emotions of a piece. They will know how to create tones by adding while or black. They’ll explore the use of different coloured media like soft pastels. In addition, pupils will create a clay pot by a thumb push ‘pinch pot’ method. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Archaeologists, artefact, barrow, B.C. forge, henge, hunter-gatherers, Mesolithic, Neolithic, paleolithic, prehistoric, prey, ritual, tribe/tribal |  | **VOCABULARY/STICKY KNOWLEDGE**  Hola, Buenos dias, Buenos tardes, Buenos noches, 1 - 10, Me lamo…, roja, |  | **VOCABULARY/STICKY KNOWLEDGE**  Primary, secondary, tertiary colours, hue, spectrum, tone, opaque, transparent, translucent. Rangoli, 3dimensional, mould, pinch. Green = yellow +blue, Purple = red + blue, Orange = yellow + red |  |
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| **SEQUENCE OF LESSONS:**   1. Was Stone Age man simply a hunter and gatherer, concerned only with survival? 2. How different was life in the Stone Age when man started to farm? 3. What can we learn about life in the Stone Age from a study of Skara Brae? 4. Why is it so difficult to work out why Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know?   Can you solve the mystery of the 52 skeletons of Maiden castle? |  | **SEQUENCE OF LESSONS:**  1.To say greetings in Spanish  2. To ask and answer about feelings  3. To introduce my name in Spanish  4. To say numbers between 1 and 10  5. To say different colours in Spanish  6. To learn days of the week  7. To learn days of week and months of the years |  | **SEQUENCE OF LESSONS:**  To explore the use of primary colours to create a piece of Time Machine artwork in a limited palette.  To explore the colour wheel and create by careful mixing. Create visual aide memoir in sketchbooks G=B+Y, O=R+Y, P=B+R  To link colour mixing to the Science of the Spectrum of light using prisms.  To learn to use soft pastels and use them to create firework pictures on black paper. Know the media produces opaque and translucent lines. Mark making in sketchbooks.  To learn to use the thumb press 'pinch pot' method to build clay pots. Build a Diwali lamp using this method. |  |
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| **OUTCOME/COMPOSITE**  Children will visit caves and cave paint, visit Porth Island and the Barrowfields |  | **OUTCOME/COMPOSITE**  Pupils will be able to read and write the date each day in class. |  | **OUTCOME/COMPOSITE**  Pupils will produce their own design for a time machine, linked to the class text. The completed piece will be coloured in using only primary colours, B&W. Pupils will produce Diwali lamps. |  |
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