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

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

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| **SCIENCE**  **Prior Knowledge...**  observed changes across the four seasons.Observed and described weather associated with the seasons and how day length varies. |  |  |  | **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. |  |
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| **INTENT**  Light & seeing  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 |  |  |  | **INTENT**  **Structures: Constructing a Ziggurat**  **To design and make a Ziggurat** |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Light ands shadows  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. |  |  |  | **VOCABULARY/STICKY KNOWLEDGE**  2D, 3D, Ziggurat, Design, Key features, Net, Scoring, Shape, Stable, Stiff, Strong, Structure |  |
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| **SEQUENCE OF LESSONS:**  Light and shadows  Explore - Shadow shapes  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.  Create and be able to tell a story using shadow puppets. |  |  |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Features of a ziggurat**    To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.    **Lesson 2: Designing a ziggurat**    To design a ziggurat    **Lesson 3: Nets and structures**    To construct a ziggurat using a net    **Lesson 4: Building a ziggurat**  To construct and evaluate my final product |  |
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| **OUTCOME/COMPOSITE**  Light and shadows  Pupils will practically investigate light. By the end of the topic children 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) |  |  |  | **OUTCOME/COMPOSITE**  Pupils will have designed and made their own ziggurat using a net to use as an opening worlds display. |  |

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| **HISTORY FIRST HALF TERM**  **Ancient Greece**  Prior knowledge…Children will have learnt about Persia and Greece. |  | **HISTORY SECOND HALF TERM**  **Alexander the Great**  **Prior knowledge…children will have learnt about Ancient Greece.** |  | **MUSIC –Ballads**  **Prior knowledge...**   * The word ‘crescendo’ means a sound getting gradually louder. * Some traditional music around the world is based on five notes called a ‘pentatonic’ scale. * A pentatonic melody uses only the five notes C D E G A. |  |
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| **INTENT**  Pupils will learn about the innovations of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature. |  | **INTENT**  **Alexander the Great**  Prior knowledge…children will have learnt about Ancient Greece. |  | **INTENT**  To understand, write lyrics to, and perform a ballad. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Athenian democracy and empire, Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle**  **Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?**    **Geographical skills: World map and key lines of latitude** |  | **VOCABULARY/STICKY KNOWLEDGE**  **Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt…. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?**    **Disciplinary focus: causation How did Alexander the Great conquer so much land?** |  | **VOCABULARY/STICKY KNOWLEDGE**  ballad, ensemble, compose |  |
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| **SEQUENCE OF LESSONS:**   1. **Athens tries something different.** 2. **The Peloponnesian War** 3. **The Parthenon.** 4. **Greek Literature.** 5. **The Odyssey.** 6. **The Greeks loved Philosophy.** |  | **SEQUENCE OF LESSONS:**   1. **Greece and Macedon** 2. **King Philips makes Macedon great.** 3. **Alexander: from boy to king** 4. **Alexander’s battles** 5. **Alexander conquers Persia** 6. **The wonderful library of Alexandria** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: What is a ballad?**  To sing a ballad and explain what it is.    **Lesson 2: Performing a ballad**  To be able to perform a ballad with an understanding of style.    **Lesson 3: The story behind the song**  To understand that ballads tell a story.    **Lesson 4: Writing lyrics**  To be able to write lyrics for a ballad.    **Lesson 5: Singing my ballad**  To take part in a group performance. |  |
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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**  Write a verse with rhyming words which tell part of a story, then perform their lyrics fluently and with actions to another Y3 class. |  |

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| **GEOGRAPHY FIRST HALF TERM**  **Rivers**  **Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).  **Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **GEOGRAPHY SECOND HALF TERM**  **Mountains**  **Prior knowledge – Pupils will have learnt about Rivers** |  | **ART**  **Prior knowledge…**Pupils will know that:  \*red blue and yellow are the 3 primary colours, they cannot be made from other colours mixed together like other colours. |  |
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| **INTENT**  Disciplinary focus: interaction How do rivers, people and land affect each other? |  | **INTENT**  Disciplinary focus: Interaction  How do mountains and people affect each other? |  | **INTENT**  Pupils to explore the concept of colour, how to mix secondary colours and the impact that colour can have.  They will know how to mix secondary colours. They’ll explore the work of 18th century artists. In addition, pupils will create a clay pot for Diwali by a thumb push ‘pinch pot’ method, decorated with rangoli patterns. |  |
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| **Rivers**  **Depth focus: The River Indus - its source, course, human**  **interactions with environment.**  **How rivers get their water - the source, springs, the water**  **cycle (prepares for relationship between mountains and**  **weather in Autumn 2).**  **How do rivers shape the land? The river’s load. Flooding.**  **Depth focus: River Severn (prepares for later work on**  **agriculture & Wales)**  **Wildlife in the River Severn**  **Fishing, local agriculture, pollution problems.**  **Geographical skills: Using photographs** |  | **VOCABULARY/STICKY KNOWLEDGE**  Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales…see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people  Geographical skills: Describing location using 4-point compass |  | **VOCABULARY/STICKY KNOWLEDGE**  Primary, secondary colours, hue, spectrum, tone, opaque, transparent, translucent.  Green = yellow +blue, Purple = red + blue, Orange = yellow + red  Rangoli, 3dimensional, mould, pinch, coil. |  |
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| **SEQUENCE OF LESSONS:**  1. The mighty River Indus  2. The changing River Indus  3.How rivers get their water  4. How a river shapes the land: the young river  5.How a river shapes the land: the mature river  6. Britain’s longest river: the River Severn |  | **SEQUENCE OF LESSONS:**  1.What is a mountain?  2. Mountain ranges  3. Why do people live on a mountain?  4.Living in the Andes  5. Mountain regions of the UK  6.Snowdonia |  | **SEQUENCE OF LESSONS:**  1.To explore colour mixing and mark making techniques with paint.  2.To develop specific skills using watercolour.  3.To study early mark making by cavemen and use soft pastels and charcoal to produce similar style animal drawings.  4. To mix natural pigments to create actual cave paintings of indigenous wild animals (outdoor learning).  5.To study the work of 18th century wildlife artists. To plan and create watercolour paintings of the same indigenous animal.  6.To finish the painting then compare and evaluate the cave and watercolour paintings.  7. Mini-unit: To design and make a diya (using clay pinch pot technique) and paint in bright rangoli colours. |  |
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| **OUTCOME/COMPOSITE**  How do rivers, people and land affect each other?  Pupils to share knowledge with parents - parent café. |  | **OUTCOME/COMPOSITE**  How do mountains and rivers affect each other?  Pupils to share knowledge with parents - parent café. |  | **OUTCOME/COMPOSITE**  Pupils will produce their own indigenous wild animal painted in watercolour and will visit a local beach to paint caves in the style of early cave paintings.  Diya pinch made from clay and decorated in rangoli patterns. |  |

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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 KS1.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...This half term of RE will draw on the children’s understanding of Hinduism from autumn 1.** |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  |
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| **INTENT**  **Key Question: What does the story of Rama and Sita mean to Hindu peoples?** |  | **INTENT**  **Key question:** What do Hindus learn from Vishnu’s stories and symbols? |  | **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** |  |
|  |  | VOCABULARY/STICKY KNOWLEDGE |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. |  | **VOCABULARY/STICKY KNOWLEDGE**  Hinduism 2: More Hindu stories Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita What do Hindus learn from Vishnu’s stories and symbols? |  | **VOCABULARY/STICKY KNOWLEDGE**  Hola, Buenos dias, Buenos tardes, Buenos noches, 1 - 10, Me lamo…, roja, |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  1. An ancient story.  2. Four sons for the king of Ayodhya  3. Rama and Sita leave the kingdom  4. Rama, Sita and the demon Ravana  5. Rama and Sita return  6. Understanding the story of Rama and Sita |  | **SEQUENCE OF LESSONS:**  1. Manu and Matsya the fish.  2. The Vedas in danger!  3. Vishnu and his symbols.  4. A changing religion.  5. Arjuna faces the battlefield.  6. Arjuna and Krishna have a conversation. |  | **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** |  |
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| **OUTCOME/COMPOSITE**  **What does the story of Rama and Sita mean to Hindus?**  **Explain what the story teaches Hindus about light and about dharma.   Including lots of examples from the story.**    **Invite parents in to share work with parents.** |  | **OUTCOME/COMPOSITE**  Invite parents in to share work with parents. |  | **OUTCOME/COMPOSITE**  Pupils will… be able to read and write the date each day in class |  |

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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge...**  **Computing Systems and Network -**  **Learners look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners 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. The pupils are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes. | | |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that everyone’s family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family | | |  |
|  | |  |  | | |  |  | | |  |
| **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. | | |  | **INTENT**  **Pupils will…**revisit family relationships and identify the different expectations and roles that exist within the family home; learn that they are part of a global community and they are connected to others they don’t know in many ways e.g. through global trade | | |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  digital device, input,  process, output, program, digital, non-digital,  connection, network, switch, server, wireless access  point, cables, sockets | |  | **VOCABULARY/STICKY KNOWLEDGE**  **text, images, advantages, disadvantages,**  **communicate, font, style, landscape, portrait,**  **orientation, placeholder,**  **template, layout, content,**  **desktop publishing, copy,**  **paste, purpose, benefits.** | | |  | **VOCABULARY/STICKY KNOWLEDGE**  Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media  · Know that different family members carry out different roles or have different responsibilities within the family  · Know some of the skills of friendship, e.g. taking turns, being a good listener  · Know some strategies for keeping themselves safe online  · Know that they and all children have rights (UNCRC) | | |  |
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| **SEQUENCE OF LESSONS:**  1. Online Safety Focus: To describe how connected devices can collect and share anyone’s information with others.  2.To explain how digital devices function  3. To identify input and output devices  4. To recognise how digital devices can change the way that we work  5. To explain how a computer network can be used to share information  6. To explore how digital devices can be connected  7. 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.** | | |  | **SEQUENCE OF LESSONS:**  1.To discuss family roles and responsibilities  2.To consider the importance of friendship  3.To identify ways to keep myself safe online  4. To show respect in how they treat others  5 .To know how to help themselves and others when they feel upset or hurt | | |  |
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| **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. | | |  | **OUTCOME/COMPOSITE**  Pupils will know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc  Know some strategies for keeping themselves safe online | | |  |
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| **PSHE – SECOND HALF TERM**  **Prior knowledge...** there are different life cycles in nature including that of humans. They know some changes between baby, toddler, child, teenager, adult and old -age |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  Prior knowledge … In KS1, pupils should have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities. |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge**... Pupils will be able to do all the ‘fundamental movement skills for the warm-up part of the lesson. Pupils will understand ‘Agility -Balance-Control’ and be able to participate in an ABC circuit with control and increased fluency. |
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| **INTENT**  **Pupils will…**look at the outside body changes in males and females; learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup |  | **INTENT**  In AGILITY – BLANACE - COORDINATION, pupils will acquire and develop fundamental skills and movements that will underpin their future learning within Physical Education and Sport in the community. |  | **INTENT**  **In THROW – CATCH - PLAY, pupils will continue to develop hand-eye coordination, they will be able to throw and catch with a developing technique and will be able to perform these skills with increasing fluency under pressure. They will be able to use these skills in small games.** |
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| **VOCABULARY/STICKY KNOWLEDGE**  Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes  · Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults  · Know some of the outside body changes that happen during puberty  · Know some of the changes on the inside that happen during puberty |  | **VOCABULARY/STICKY KNOWLEDGE**  Warm-Up. Agility. Flashback Fours, SAQ, Hands Ready |  | **VOCABULARY/STICKY KNOWLEDGE**  Invasion game, Underarm throw, Catch, Teamwork, Co-operation, Win, Lose, Draw, Respect |
|  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  1.To understand how babies grow  2.To discuss the development of babies  3.To discuss outside body changes as we grow older  4.To discuss internal body changes as we grow older  5.To discuss and consider family stereotypes |  | **SEQUENCE OF LESSONS:**  A.To understand the structure and expectations of a PE Lesson. Explored different ways of moving. B. To acquire and develop skills to move their body in different ways in a controlled and co-ordinated way. C. To participate in a A-B-C focused circuit. D. To understand the concept of tracking and develop handling skills. E. To understand and demonstrated ‘hands ready’, be able to throw and catch with control. F. To refine and develop A-B-C movement skills. |  | **SEQUENCE OF LESSONS:**  A. To recap and refine throwing and catching techniques.  B. To apply throwing and catching skills in fun challenges / games.  C. To understand what an ‘invasion game’ is.  D. To apply throwing and catching skills in small-sided ‘invasion style’ games.  E. To understand that rules keep us safe and make it fair.  F. To apply all skills in small games whilst playing to the rules of the game. |
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| **OUTCOME/COMPOSITE**  Pupils willknow that the male and female body needs to change at puberty so their bodies can make babies when they are adults  Know some of the outside and inside changes that happen during puberty |  | **OUTCOME/COMPOSITE**  Pupils will be able to do all the ‘fundamental movement skills’ for the warm-up part of the lesson. Pupils will be able to participate in an A-B-C skills circuit with control. |  | **OUTCOME/COMPOSITE**  Pupils will understand what an invasion game is and be able to give sport specific examples. Pupils will be able to throw and catch to achieve a desired outcome. Pupils will be able to play small games in line with rules. |

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| **TRIPS & VISITORS:**  **Visits**   * **Minack Theatre** * **Truro Museum** |  |  |  |  |
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| **READING OPPORTUNITIES ACROSS THE CURRICULUM:** |  |  |  |  |
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