MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: LKS2 YEAR: 3

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| **INTENT** | **IMPLEMENTATION** |
| **Curriculum vision** | **Learning values** | **Core skills** |
| ***Through our curriculum, our children will become;**** ***Effective learners;***
* ***Responsible citizens.***
 | Our children will:* Speak clearly and articulate ideas confidently.
* Use taught vocabulary purposefully and in different contexts.
* Show empathy and resilience.
* Use new technologies appropriately and with purpose.

Make links to similar themes and events (link to what children have learnt in the past)* Problem solve, explore, question and be curious.
 | Use learnt knowledge to solve problems and/or recreate in a new context | Topic discussion/quizzesKWL grids revisited each week. Generate key questions to be revisit.What have you learnt before to help you achieve that? |
|  | Self-explanation and elaboration.E.g. recall facts about the Great Fire of London and be able to explain why it happened and spread so quickly (deeper learning). |

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|  | **Autumn** | **Spring** | **Summer** |
| Mini topicweek 1 & 2Be the best you can be.Focus on basic skills | **Topic and Question**: 1066Why were Norman castles certainly not bouncy? | **Topic and Question:** Mighty MetalsDoes all metal belong on the scrapheap? | **Topic and Question:** JapanWhat is life like in the Land of the Rising Sun? |
| **Driver/focus:** History | **Driver/focus:** Science | **Driver/focus:** Geography |
| **Citizenship:** Conflict Management | **Citizenship:** Respect:Caring for the environment | **Citizenship:** Celebrating Differences |
| **Launch:** Bouncy castle visit | **Launch: Scrapheap Challenge** | **Launch:** Sushi School Workshop **-** Meadowhall |
| **Hooks:** * Meeting of the Witan Council: Who should be King of England?
* Research and organise a Norman day
* Squires in Training
* Conisbrough Castle Visit
* Castle Capers: Innovation project – Research and design a castle for a knight
 | **Hooks:**  * Scrapheap Challenge -Meet The Iron Man
* Magnet Investigation: Can you remove the iron from your cereal?
* Hepworth Gallery Visit /Sculpture Workshop
* Create art exhibition
 | **Hooks:*** Japanese food making experience
* Create promotional material for Japan Society
* Publish haiku poetry online
* Design Mini Olympics based on Tokyo 2020
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| **Showcase:** Present castle ideas to Alfred and persuade him that your idea and design is the most suitable. | **Showcase:** Classroom Art Exhibition  | **Showcase:** |
| **Key Text:** The Secret Diary of John Drawbridge – a medieval knight in training by Philip Ardagh1066 I was There by Jim Eldrige | **Key Text:** The Iron Man by Ted Hughes | **Key Text:** One Leaf Rides the Wind by Celeste MannisI Live in Tokyo by Mari TakabayashiSuki’s Kimono by Chieri Uegaki |
| **Key Vocabulary:** invasion, medieval, conquest, conqueror, impact, kingdom, sources | **Key vocabulary:** **Force and Magnets:** compare, notice, observe, group, describe, predict, forces, magnetic, attract, repel, poles. | **Key vocabulary:**  Geographical, location, rural, town, landmark, country, continent, ocean, map, capital, image, digital, physical, human, characteristics, regionSimilarities, differences, compass, grid reference, |
| **BIG IDEAS**What will children know that they didn’t know before?Assessment opportunities – KWL grids and mini assessments. | * Who was William the Conqueror and why is 1066 a famous date in British history?
* Why did the Normans build so many castles?
* How do we know what happened in 1066?
* What do you know about motte and bailey castles?
* What is the Domesday book and do we have something similar today?
* What changed after the Norman conquest?
 | * What is a force and how is it shown on a diagram?
* Can you describe what happens to an object when the forces acting on it are balanced or unbalanced?
* What properties of metals make them suitable for certain jobs?
* Why do magnets attract some metals but not others?
* How can magnets act at a distance?
 | * Can you locate Japan on a map?
* Which continent does Japan belong to?
* Can you compare a Japanese school with a UK school?
* Why do earthquakes and tsunamis happen?
* Why does Japan have more earthquakes than the UK?
* Can you compare and contrast the physical features of Japan and the UK?
* What is different about daily life in Japan?
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| **Science** | **Light**• Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows changes. Investigate light sources, day and night, transparent, translucent and opaque. Shadows and reflections | **Forces, Magnets and Metals*** Compare how things move on different surfaces
* Notice that some forces need contact between two objects, but magnetic forces can act at a distance
* Observe how magnets attract or repel each other and attract some materials and not others
* Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
* Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.Science investigations:Parachute – Does the size of the parachute affect the rate at which objects fall?Spinners - Does the surface material affect how long it will spin for?Can you extract the iron from your breakfast cereal?Metals – What happens when tarnished pennies are soaked in different solutions? | **Plants*** Identify and describe the different functions of flowering plants.
* Explore the requirements of plants for life and growth and how they vary from plant to plant.
* Explore the role of flowers in the life cycle of flowering plants including pollination, seed formation and seed dispersal.

 **Rocks*** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* Describe in simple terms how fossils are formed when things that have lived are trapped within rock
* Recognise that soils are made from rocks and organic matter.
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| **History** | * Describe changes that have happened locally.
* Give an overview of what life was like in Britain and the wider world during specific periods.
* Investigate what life was like for people during different periods in history.
* Begin to consider reasons for different accounts in history and distinguish fact from opinion.
* Use research and evidence to deduce and infer information about the past.
* Ask questions such as: How was \_\_\_ different to\_\_\_\_? How does\_\_\_\_compare to \_\_\_\_\_\_?
* Appropriately select and use a range of sources to find out about the past.
* Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.
* Suggest causes and consequences of some of the main events and changes in history.
* Place events, artefact and historical figures on a timeline, using dates.
* Recount and explain change over time, representing this with evidence on a time line.
* Dates and specific terms to describe events.
* Job applications to become king; witan council debate
* Create 1066 timeline of key events
* Research what life was like for village children in Norman times; plan and re-enact a Norman day.
* Train to be a squire (P.E)
* Battle of Hastings role play based on evaluation of secondary sources
* Investigate motte and bailey castles to create castle factfiles. Explore why castles were built.
* Use National Archives to locate local places named in the Domesday Book. Create class survey of life today to create modern version.
* Norman legacy
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| **Geography** | • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.• Ask and answer geographical questions about the physical and human characteristics of a locationUse local area maps study physical features to locate a suitable position for a new castle.  |  | • Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• Use maps, including digital ones, atlases and globes to locate countries and describe features.• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.• Use the eight points of a compass, four figure grid references, symbols and keys.* Ask and answer geographical questions about the physical and human characteristics of a location
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| **Art and design** | **Drawing*** Use different hardness of pencil to show line, tone and texture
* Sketch lightly (no need to use a rubber to correct mistakes)
* Use shading to show light and shadow
* Use hatching and cross- hatching to show tone and texture
* Annotate sketches to explain and elaborate ideas
* Annotated drawings of Norman castles showing component parts.

**Textiles*** Use basic cross stitch and back stitch
* Create a panel for a class version of a modern day Bayeux Tapestry
 | **Sculpture*** Create and combine shapes to create recognisable forms
* Include texture that conveys feelings, expression or movement
* Add materials to provide interesting detail
* Select and use tools

Visit to Hepworth Gallery Focus artists/designers: Barbara Hepworth, Henry Moore | **Painting*** Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
* Mix colours effectively
* Use watercolour paint to produce washes for backgrounds, then add detail
* Experiment with creating mood with colour

Focus artists: Takashi MurakamiKatsushika Hokusa  |
| **Design Technology** | * Use research to develop a design.
* Design a product which is appealing, fit for purpose and fully functional.
* Develop design techniques e.g. sketch and label a design.
* Follow the design and use appropriate materials and tools to bring it to life.
* Manipulate materials accurately to perform practical tasks.
* Investigate and analyse existing products and consider improvements.

Evaluate own products suggest improvements against their own design criteria.* Use images or reconstructions of Norman helmets and look at how parts are joined together. Design and create own helmet with nose guard
* Create model castles
 | * Develop design techniques e.g. sketch and label a design.
* Design, research, purpose, function, audience, appealing, sketch, label.
* Follow the design and use appropriate materials and tools to bring it to life.
* Manipulate materials accurately to perform practical tasks.
* Investigate and analyse existing products and consider improvements.

Evaluate own products suggest improvements against their own design criteria.Iron man models |  |
| **Computing** | **Connect*** Contribute to blogs that are moderated by teachers
* Give examples of the risks posed by online communications
* Understand the term copyright
* Understand that comments made online that are hurtful or offensive are the same as bullying
* Understand how online services work
* E-safety Project: Become an eCadet
* Children research and present a topic about keeping safe online to peers
 | **Code**• Use specified screen coordinates to control movement• Set the appearance of objects and create sequences of changes• Create and edit sounds. Control when they are heard, their volume, duration and rests.• Control the shade of pens.• Specify the conditions to trigger events• Use IF THEN conditions to control events or objects• Create conditions for actions by sensing proximity or waiting for user input.• Use variables to store a value.• Use the functions define, set, change, show and hide to control the variables. • Use the reporter operators | **Communicate**• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.**Collect**• Devise and construct databases using applications designed for this purpose in areas across the curriculum. |
| **English****Writing Genres** | Adverts and ApplicationsPoetry: KenningsDiaries and LettersRecountNarrative | List poems – metalsExplanation textsNarrative | NarrativeInstructionsPoetry: HaikuNon-chronological Report |