MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: LKS2 YEAR: 3

|  |  |  |  |
| --- | --- | --- | --- |
| **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/quizzes  KWL 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). |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Mini topic  week 1 & 2  Be the best you can be.  Focus on basic skills | **Topic and Question**: 1066  Why were Norman castles certainly not bouncy? | **Topic and Question:** Mighty Metals  Does all metal belong on the scrapheap? | **Topic and Question:** Japan  What 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 |
| **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 Ardagh  1066 I was There by Jim Eldrige | **Key Text:** The Iron Man by Ted Hughes | **Key Text:** One Leaf Rides the Wind by Celeste Mannis  I Live in Tokyo by Mari Takabayashi  Suki’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, region  Similarities, 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? |
| **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. |
| **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 |  |  |
| **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 location  Use 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 |
| **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 Murakami  Katsushika 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 Applications  Poetry: Kennings  Diaries and Letters  Recount  Narrative | List poems – metals  Explanation texts  Narrative | Narrative  Instructions  Poetry: Haiku  Non-chronological Report |