

Year Three Curriculum Overview Autumn Term 2 2021



Reading opportunities: Cornwall Education Library- Cornish geology books, maps and non-fiction books relating to Light and shadows.

History / Geography

Local study: mining

Intent

To learn about the term 'Cousin Jack' and what that means to the history of Cornwall..

Sequence of lessons

- 1) Locate Cornwall's mines using a map
- 2) Locate settlements that developed near important Cornish mines, harbours and quays.
- 3) Research how mining affected the lives of local people.
- 4) Understand the importance of Devoran and the mineral tramways to Cornish mining.
- 5) locate and research signs of mining around Devoran.
- 6) Investigate the influence of Cornish mining around the world

Composite outcome

To be able to locate Cornish mines on a map and identify the impact still visible in the local area.

Impact

The children will be aware of the impact mining has had on Cornwall with specific reference to Devoran.

Religious Education

Jewish festivals

Intent

How do festivals and family life show what matters to Jewish people?

Sequence of lessons

- 1) What is worth celebrating?
- 2) What do Jewish families celebrate every week?
- 3) Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?
- 4) Why is Pesach important to Jews?
- 5) Why are commandments and blessings important to Jewish people?



Composite outcome

To create a poster to show how festivals and family life matter to Jewish people.

Impact

Children will have a secure understanding of the key Jewish festivals and be able to explain their importance.

Science

Light and Shadow

Intent

The children will investigate how shadows are formed when the light from a light source is blocked by an opaque object

Sequence of lessons

- 1) What is Light?
- 2) Design a stage for a shadow puppet theatre and discover first hand how the light we see is really made of a spectrum of colours
- 3) Reflectors and Lights
- 4) Paint and decorate your shadow puppet theatre.
- 5) Mirror, Mirror!
- 6) Learn the secrets of mirrors and how they can help you see round corners.
- 7) Shadows
- 8) Create shadow puppets in preparation for a shadow puppet performance
- 9) Let's Investigate
- 10) Conduct a fair test to find the precise relationship between the distance of the torch and the size of the shadow.
- 11) What a Performance!
- 12) Create an amazing shadow puppet performance.

Composite outcome

The children will design and make their own shadow puppet theatre

Impact

children will recognise that they need light in order to see things and that dark is the absence of light

Art

Drawing

Intent

Explore the qualities of charcoal. Making drawings move/making articulated beasts.

Sequence of lessons

- 1) Drawing like a Caveman- handprint art
- 2) explore the qualities of charcoal and to introduce different ways of working with various complementary materials
- 3) .Drawing stories – illustrations by children
- 4) Animating articulated beasts.

Composite outcome

To create pictures with moving parts

Impact

To develop confidence to use a wider range of techniques using charcoal and chalk.

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PSHE

Celebrating Difference

Intent

To accept everyone is different and celebrate these differences

Sequence of lessons

- 1) 1 To understand that everyone's family is different and important to them
- 2) 2 To understand that differences and conflicts can happen among family members.
- 3) 3 To know what it means to be a witness to bullying.
- 4) 4 To know that witnesses can make the situation better or worse by what they do
- 5) 5 To recognise that some words are used in hurtful ways
- 6) 6 Tell about a time when your words affected someone's feelings and what the consequences were.

Composite outcome

To design and plan different ways we can celebrate each others differences as a class.

Impact

Children will become more aware and more understanding of the differences between them.

Computing

Computing systems and networks

Intent

To introduce the concept of computers connected together as a network.

Sequence of lessons

- 1 How does a digital device work?
- 2 What parts make up a digital device?
- 3 How do digital devices help us?
- 4 How am I connected?
- 5 How are computers connected?
- 6 What does our school network look like?

Composite outcome

Children will understand the difference between a piece of technology and is a digital device?

Impact

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

Music

Let your spirit fly

Intent

Children will listen and appraise a variety of rhythm and blues songs,

Sequence of lessons

- 1) To listen and appraise 'Let You're Spirit Fly'. Start to learn the song.
- 2) To sing the song and play instrumental parts.
- 3) To listen to and appraise, "To Colonel Bogey March by Kenneth Alford. Play instrumental parts and improvise.
- 4) To listen to and appraise, Consider Yourself from the musical 'Oliver!'. To play musical parts, improvise and compose.
- 5) To listen to and appraise, 'Aint no Mountain High Enough'. To play instrumental parts, improvise and use own composition
- 6) To appraise 'You're the First, the Last, My Everything by Barry White. Prepare for the end-of-unit performance.

Composite outcome

Perform the song 'Let Your Spirit Fly' with own compositions.

Impact

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

Spanish

Los Saludos

Intent

Children will learn how there are different types of greeting in Spanish.

Sequence of lessons

1. To investigate the question and possible replies in Spanish for ¿cómo estás?
2. . To learn the numbers 1-10
3. To learn the colours in Spanish.
4. To consolidate Unit 1 learning
5. To be introduced to the formal and informal hello greeting.
6. To consolidate through role play simple greetings.



Composite outcome

To have a simple introductory conversation with each other in Spanish.

Impact

Children develop their range of Spanish vocabulary including numbers and colours