

# Spring Term 2 Small Steps Sequence

## Year Three

‘Together we can make a difference’

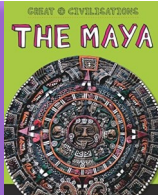
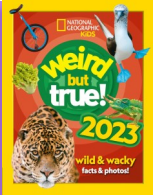
St Marys CE Primary



Our Value—Perserverence ‘I can do all things through Him who strengthen me.’ Philippians 4:13

<p><b>Science</b></p> <p><b>Forces</b></p>	<p><b>Geography</b></p> <p><b>Where on Earth am I?</b></p>	<p><b>RE</b></p> <p><b>What does it mean to be a Hindu in Britain today?</b></p>	<p><b>PSHE</b></p> <p><b>Rights and Respect</b></p>	<p><b>Computing</b></p> <p><b>Branching Databases</b></p>
<p><b>Prior learning</b></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p>	<p><b>Prior learning</b></p> <p>The children will be able to name the four countries of the UK and their capital cities. They will be able to name some famous human and physical landmarks.</p>	<p><b>Prior learning</b></p> <p>This unit of work builds upon last half term’s unit of work What do Hindus believe God is like? This unit focuses more on Hindu living; Unit L2.7 emphasises beliefs about God/Brahman, karma etc.</p>	<p><b>Prior learning</b></p> <p>Year 2 have previously looked at how we can look after our environment.</p>	<p><b>Prior learning</b></p> <p>The children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will be able to explain the term attribute and use this to orgnaise data. They will present data in pictograms and block diagrams.</p>
<p><b>Vocabulary for learning</b></p> <p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>	<p><b>Vocabulary for learning</b></p> <p>aerial <b>photograph</b>, atlas, beach, <b>characteristics</b>, city, coast, compass, <b>continent</b>, <b>country</b>, <b>county</b>, factory, farm, forest, hill, house, <b>human processes</b>, landmark, land use, <b>locality</b>, location, map, mountains, ocean, office, pattern, <b>physical processes</b>, region, river, <b>scale</b>, shop, <b>symbol</b>, <b>topographical</b>, valley, village</p>	<p><b>Vocabulary for learning</b></p> <p>Puja, Mandir, Dharma, Deities, Bhajans, Community</p>	<p><b>Vocabulary for learning</b></p> <p><b>Volunteer wellbeing helper opinion income earning</b></p>	<p><b>Vocabulary for learning</b></p> <p>Information Data Attributes Group Branching Database Multiple Classify Structure Present</p>
<p><b>Small step progression</b></p> <p>Compare how different things move.</p> <p>plan and conduct a fair test to compare how objects move on different surfaces.</p> <p>Explore how magnetic forces act at a distance.</p> <p>Compare and group various everyday materials based on whether they are attracted to a magnet.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Record my findings using simple scientific vocabulary.</p>	<p><b>Small step progression</b></p> <p>Identify their county and the counties in their region on a coloured map.</p> <p>Name some human and physical features in the UK and mark them on a map.</p> <p>Identify a compass, key and symbols on a map.</p> <p>Identify and locate simple topographical features on a map.</p> <p>Compare the physical and human features of Cornwall and London.</p>	<p><b>Small step progression</b></p> <p>Identify ways in which Hindus worship in the home</p> <p>Explain the meaning of Dharma</p> <p>Describe how Hindus worship and show their faith within their faith communities in Britain today</p> <p>Consider what is most important about Diwali to Hindus and why.</p> <p>Talk about some examples of people with different beliefs and what I think is good about people being different.</p>	<p><b>Small step progression</b></p> <p>Talk about and identify people who help them in school and the community.</p> <p>Learn differences between 'fact' and 'opinion'</p> <p>Identify people who are volunteers</p> <p>Learn about saving, spending and essential purchases.</p> <p>Consider how money is earned and the different factors effecting this.</p> <p>Discuss, plan and evaluate ways of helping the environment.</p>	<p><b>Small step progression</b></p> <p>Create questions with yes/no answers</p> <p>Identify the attributes needed to collect data about an object</p> <p>Create a branching database</p> <p>Explain why it is helpful for a database to be well structured</p> <p>Plan the structure of a branching database</p> <p>Independently create an identification tool</p>
<p><b>Outcome</b></p> <p>The children can plan and conduct an experiment about friction and magnets.</p>	<p><b>Outcome</b></p> <p>Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features .</p>	<p><b>Outcome</b></p> <p>Children will be able to describe how Hindus show their faith within their faith communities and families in Britain today</p>	<p><b>Outcome</b></p> <p>The children can explain rights and responsibilities in different contexts.</p>	<p><b>Outcome</b></p> <p>The children they will create an identification tool using a branching database, which they will test by using it.</p>

### Books linked to our learning



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make a difference’



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### Our Value—Perserverence

‘I can do all things through Him who strengthen me.’ Philippians 4:13

#### DT

**Electrical Systems Simple circuits and switches - Torches**

#### Prior learning

**Reception** – Explored torches for Light topic in science

#### Vocabulary for learning

battery bulb buzzer conductor circuit circuit diagram electric-ty insulator series circuit switch component design design criteria diagram evaluation LED model shape target audience input recyclable theme aesthetics assemble equipment ingredients packaging properties

#### Small step progression

Learn about electrical items and how they work

Analyse and evaluate electrical products

Design a product to fit a set of specific user needs

Make and evaluate a torch.

#### Outcome

Create a functioning torch with a switch according to their design criteria.

#### Music

**Dynamics and Tlmbre**

#### Prior learning

.The children will be able to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. They will have started to look at dynamics.

#### Vocabulary for learning

Tempo; fast; allegro; slow; adagio; getting faster; accelerando; getting slower; rallentando; loud; forte; soft; piano; getting louder; crescendo; getting softer; *diminuendo*; spiky; staccato; smooth; legato; Baroque

#### Small step progression

Begin to define and recognize different timbres of instruments.

Explore and select suitable sounds to communicate mood and atmosphere.

Improvise sounds from a stimulus.

Create a musical story using appropriate timbres and dynamics.

Use graphic notation to represent sounds.

#### Outcome

The children will start use different timbre and dynamics when playing instruments.

#### French

**Musical Instruments**

#### Prior learning

Recall the days of the week. Know 10 key colours in French. Know how to count in 10 in French. Know how to ask someone’s name and how to give their name. Know how to ask how someone is feeling. Know the name of 10 animals.

#### Vocabulary for learning

le (masculine) la clarinette la the (feminine) la harpe le piano les (plural) le triangle la trompette le violon la batterie les cymbales la guitare Je joue (du, de la, des) la flûte à bec

#### Small step progression

Name five instruments in French with the correct definite article/determiner.

Name five more instruments in French with the correct definite article/determiner.

Consolidate all ten nouns for instruments in French .

Consolidate all ten instrument nouns and learn more about the role of articles/determiners in French.

Conjugate the regular -ER verb ‘jouer’ (to play) in first person singular ‘je joue’ (I play) .

#### Outcome

Recognise, recall and spell up to ten instrument nouns in French with their correct definite article/determiner with improving accuracy.

#### PE Dance

**Weather**

#### Prior learning

The children will know what a motif is and how to repeat it in a sequence. They can apply flow to their movements, explaining what an expression is.

#### Vocabulary for learning

Excellent, expression, creativity, emotion, rhythm, timing, stage presence, motif

#### Small step progression

respond to different stimuli being able to add drama and emotion to the dance

build on the thematic work in a different context creating motifs

execute a wider variety of movements in extended sequences, with a partner.

extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences

bring the entire dance together and perform it.

#### Outcome

The children will create a performance which will include; stage presence, timing, rhythm and sustaining character.

#### PE

**Swimming**

#### Prior learning

The children will know how alternate legs and arms to move in the water. They will be able to float in a prone position and submerge their head in the water.

#### Vocabulary for learning

Scoop, sculling, prone, supine, horizontal, tuck, roll, float, alternating

#### Small step progression

Scoop water with hands and wash face.

Use a woggle to swim front paddle and back paddle for 5 metres.

Push and glide on front and back

Using aids perform a treading water action with legs

Using a woggle, rotate from a back float to a front float and return to a back float

Swim 2 metres front paddle and back paddle unaided.

#### Outcome

The children will become confident in the water and begin to use some strokes.

**Guided reading**, we will be reading Charlie and the Chocolate factory

We will continue to develop our understanding of explaining questions and prediction. The children will read the text and answer vipers questions daily.

