

Autumn 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

Science

Sound

Prior learning

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Vocabulary for learning

sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation

Small step progression

Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

Explain what I know about sound

Outcome

The children can describe how sound travels in waves to the ear. They can explain how pitch is created.

History

How did the Romans change Britain?

Prior learning

The children know that the people that lived in Cornwall in the past were called the Celts. That the Egyptians were a civilisation that lived before the Romans. They learnt about the eruption of Pompeii in Extreme Earth topic.

Vocabulary for learning

Celts, tribe, settlement, empire, invasion, citizen, army, pilum, gladius, armour, tunic, caligae, galea, scutum, legionary, auxillary, evidence, artefact, chronology.

Small step progression

Use historical sources to find out about Boudica

Explain where the Romans settled in Britain.

Give examples of how the Romans designed buildings and structures to make a more efficient society

Give examples of evidence that survives from Roman buildings

Evaluate the impact of the Roman Empire on modern Britain.

Outcome

Children can talk about Boudica and give examples of Roman buildings. They can talk about the impact of the Roman invasion of Britain.

RE

What kind of world did Jesus want?

Prior learning

Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless and that Jesus’ teachings make people think hard about how to live and show them the right way.

Vocabulary for learning

Gospel, parable, Samaritan, leper, disciple, minister, New Testament.

Small step progression

Make links between the calling of the first disciples and how Christians follow Jesus.

Explain how Christians try to show love to all and how they clearly follow Jesus’ teaching.

Make links between bible texts and concept of the gospel. (good news)

Make links between gospel stories and the importance of love in the world today.

Outcome

Children know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people.

PSHE

Valuing Difference

Prior learning

Year 2 have previously looked at how we are all unique and special.

Vocabulary for learning

Adoption fostering politeness courtesy manners name calling prejudice race colour sexuality

Small step progression

Learn ways of showing respect through language and communication.

Recognise that there are many different types of families.

Identify the different communities that they belong to.

Identify different origins, national, regional, ethnic and religious backgrounds.

Recognise the factors that make people similar to and different from each other.

Recognise and explain why bullying can be caused by prejudice.

Outcome

The children understand that there are differences that make us all unique.

Computing

Creating media - Stop-frame animation

Prior learning

Children will know that different devices can be used to capture photographs and will gain experience capturing, editing and improving photos. They will recognise that some images may not be real.

Vocabulary for learning

Animation Frame Illusion Sequence Onion Skinning Playback Storyboard Audio Consistency Text

Small step progression

Explore a new programming environment

Identify that commands have an outcome

Explain that a program has a start

Recognise that a sequence of commands can have an order

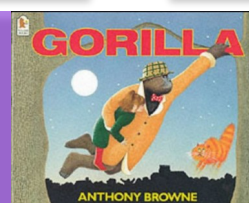
Change the appearance of my project

Create a project from a task description

Outcome

The children will learn a range of techniques to create stop frame animation using Ipad.

Books linked to our learning



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DT
Textiles

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Prior learning

Year 1 the children were introduced to templates and joining when making pouches.

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Vocabulary for learning

Applique, cross-stitch design equipment fabric patch running stitch thread seam texture knot

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Small step progression

- Learn how to sew cross stitch and appliqué
- Design a product and its template
- Decorate fabric using appliqué and cross stitch
- Assemble your cushion

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Outcome

The children 2D shape to a 3D design Applique and Cross stitch .

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French

J'APPRENDS LE FRANÇAIS

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Prior learning

The children will know that some sounds are pronounced differently in French. They will be able to recall some basic vocabulary.

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Vocabulary for learning

Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours.

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Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours.

Small step progression

- Understand that French is spoken in many countries around the world.
- Ask how someone is feeling in French.
- Ask someone's name and be able to respond.
- Count to 10 in French.
- Name 10 key colours in French.
- Revise topics we have learnt this term.

Small step progression

- Understand that French is spoken in many countries around the world.
- Ask how someone is feeling in French.
- Ask someone's name and be able to respond.
- Count to 10 in French.
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Outcome

The children can say hello and goodbye and explain how they are feeling. They can count to 10.

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PE OAA

The children will develop communication and tactics to solve problems as a group.

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Prior learning

The children know why it is important to respect team members and have worked on simple strategies to improve teamwork.

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Vocabulary for learning

Communication, tactics, teamwork, strategy, attacker, defender, tag

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Small step progression

- Understand makes an effective team and how tactics can help solve a problem.
- Develop qualities for effective leadership, including communication.
- Develop different way of communication, including non-verbal.
- Develop clear communication and collaboration with team member to solve problems.
- Through collaboration, come up with tactics for completing a challenging problem.

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- Develop qualities for effective leadership, including communication.
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Outcome

The children will consolidate the skills required for an effective team, describing the importance of communication and tactics.

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PE

The children will learn how to keep possession when playing handball.

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Prior learning

The children will know why we need to communicate, look at our partner and be ready to receive a ball when passing. They have passed and received various balls.

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The children will know why we need to communicate, look at our partner and be ready to receive a ball when passing. They have passed and received various balls.

Vocabulary for learning

Attacker, defender, space, possession, shoulder
pass

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Attacker, defender, space, possession, shoulder
pass

Small step progression

- Develop skills for passing and receiving a ball, knowing the importance of keep possession.
- Develop pass and move techniques to create space when playing mini games.
- Develop pass and move techniques in larger games and start to think about the differences between attack and defence.
- Move the ball up the court to score points.
- Introduce shooting and where to shoot from.

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Outcome

The children will be able to play small games against their peers and keep possession of the ball for longer periods of time.

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In **Guided reading**, we will be continuing to read *Stig of the Dump* by Clive King

We will continue to practice our viper skills in our reading comprehension lessons. We will be focusing on inference and learning to look for clues in the text.

