

Autumn Term 1 Small Steps Sequence
Year Three

'Together we can make a difference'

St Marys CE Primary

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

Science
Changing State

Prior learning

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Vocabulary for learning

Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

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Small step progression

- Compare and group materials together, according to whether they are solids, liquids or gases
- Identify the properties of solids and liquids
- Explain how solids and liquids melt and solidify.
- Explain evaporation using water as an example
- Explain condensation using water as an example
- Understand the changes of state in the water cycle
- Explain what I know about changing states.

Explain what I know about changing states.

Outcome

The children can describe the physical properties of materials and explain the water cycle.

Books linked to our learning

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.

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Small step progression

- Order key dates of Roman expansion and the invasion of Britain on a timeline using BC and AD.
- Show the expansion of the Roman Empire on a map of Europe.
- Evaluate how the Roman army contributed to the expansion of the empire
- Explain what Britain looked like just before the Romans invaded.
- Compare the different invasion attempts.

Compare the different invasion attempts.

Outcome

Children will be able to talk about the Roman army and talk about the expansion of the Roman Empire. They can order key events on a timeline.

RE

What is it like for someone to follow God?

Prior learning

This unit builds upon the visits to Christian churches in Key Stage One. It builds upon their knowledge of symbols and Christian ceremonies such as baptism.

Vocabulary for learning

Noah, promise, covenant, ark, wedding, community, ceremony.

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Small step progression

- Understand the structure of the bible.
- Reflect on why God was pleased with Noah.
- Understand the idea of a covenant with God.
- Make links between the promises in the story of Noah and those at a wedding.
- Make links between the story of Noah and how we live in school and the wider world.

10. *Journal of the American Medical Association*, 2000; 284: 1039-1044.

Outcome

Children will be able to make clear links between Noah and the idea of a covenant. They will make simple links between promises in the story of Noah and Christian weddings.

PSHE

Me & My Relationships

Prior learning

Year 2 have previously recognised how people have different ways of expressing their feelings.

Vocabulary for learning

Cooperate compromise conflict point of
view persuade respectful courteous
apologise strategies

Cooperate compromise conflict point of view persuade respectful courteous apologise strategies

Small step progression

Explain why we have rules.

Know how to look after my friends and stay friends.

Recognise why friends may fall out and how to resolve issues.

Know how to look after my friends and stay friends.

Listen to and debate ideas and opinions with others with respect and courtesy

Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.

Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.

Outcome

The children will be able to define friendship and understand how to be a good friend.

Computing

Computing systems and networks –
Connecting computers

Prior learning

Children should know that technology is something that has been made by people. IT includes computers and things that work with computers. They will be able to explain how technology improves our world. They should be able to discuss how we use IT responsibly.

Vocabulary for learning

digital device, input, process, output, connection,
network, network switch, server, WAP, online
safety

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Small step progression

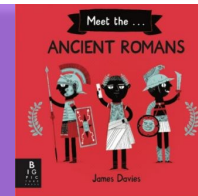
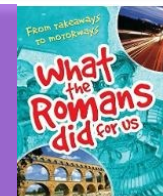
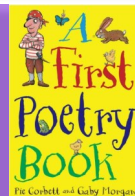
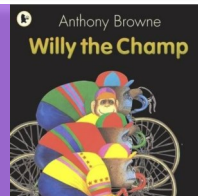
- Explain how digital devices function
- Identify input and output devices
- Recognise how digital devices can change the way we work
- Explain how a computer network can be used to share information
- Explore how digital devices can be connected
- Recognise the physical components of a network

Recognise the physical components of a network

Outcome

The children will learn how computing systems and networks work with devices like routers and switches.

Books linked to our learning



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Art/DT

Drawing and Sketchbooks, Gestural
Drawing with Charcoal

Prior learning

Pupils explored how to use gestural and expressive marks to make drawing, including using their whole body to make drawings.

Vocabulary for learning

Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint

Small step progression

Identify the properties of charcoal and artists who use it in their work.

Discover the different things that I can do with charcoal through gestural mark making.

Remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page.

Create dynamic, atmospheric gestural drawings with charcoal.

Display the work made through the half term and reflect on the outcomes.

Outcome

I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.

Music

Let your spirit fly

Prior learning

The children will be able to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Vocabulary for learning

Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

Small step progression

Sing the song, ‘let your spirit fly’

Sing the song and play instrumental parts within it

Sing the song and improvise using voices within the song

Sing the song and improvise using instruments within the song

Sing the song and perform composition(s) within the song

Sing and perform compositions for a class performance

Outcome

The children will develop their understanding of R&B music, pulse, rhythm by singing and performing ‘Let your spirit fly.’

French

Phonics and Core Vocabulary

Prior learning

This is the first unit of French in the curriculum.

Vocabulary for learning

days of the week, months of the year, colours

Small step progression

Understand how some sounds are pronounced differently in French.

Understand how some sounds are pronounced differently in French.

Recognise, recall and spell the seven days of the week in French.

Recognise ten key colours in French.

Recognise, recall and spell the twelve months of the year in French.

Outcome

The children will understand that some sounds are pronounced differently in French.

PE Netball

In this unit, the children will develop passing and moving.

Prior learning

The children have passed and received different size balls to keep possession in small groups.

Vocabulary for learning

Attacker, defender, possession, chest pass, footwork

Small step progression

Focus on passing and receiving to keep possession of the ball.

Develop moving into a space to receive a ball.

Develop passing and moving in mini games.

Understand the best place to shoot from.

Use the correct technique to score a goal.

Outcome

The children will be able play small games, demonstrating their awareness of space and position for shooting.

PE Health and Wellbeing

In this unit, the children will develop an understanding of their emotions.

Prior learning

The children will know why we keep fit and healthy and what happens to our heart and bodies when we exercise. They will have performed some balances.

Vocabulary for learning

Emotions, relaxed, anxious, balanced, relaxation techniques, meditative balances, deep breathing

Small step progression

Understand how we feel in our minds and bodies when we experience various emotions.

Understand how we feel in our minds and bodies when we are energetic.

Understand how performing balances can help the body to feel more relaxed.

Develop breathing techniques.

Improve concentration through balance and deep breathing.

Outcome

The children will understand the importance of a healthy body and mind, knowing strategies to promote relaxation.

In Guided reading, we will be reading Stig of the Dump by Clive King

We will continue to develop our understanding of retrieval and vocabulary questions. We will be learning to use dictionaries to develop our knowledge of language.

