

Spring Term 1 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 Forces

Prior learning

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)

Vocabulary for learning

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

Small step progression

Compare how different things move.
Plan and conduct a fair test to compare how objects move on different surfaces.
Explore how magnetic forces act at a distance.
Compare and group various everyday materials based on whether they are attracted to a magnet.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Outcome

The children will be able to explain their knowledge of magnetism to a partner.

History

Why did the Maya Civilisation come to an end?

Prior learning

They know that a civilisation is a group of people with their own language, discoveries and ways of living such as Egyptians and Romans. They know that not all members of society are equal. They know that the Romans invading Britain led to social change.

Vocabulary for learning

archaeologist, artefacts, city state, drought, hostile, irrigate, kingdom, obsidian, pyramid, region, trade.

Small step progression

Understand when the Maya people lived.
Describe what made the Maya civilisation so successful.
Use evidence such as artefacts to understand what life was like in the Maya civilisation.
Compare life in the Maya Civilization to the Anglo-Saxon civilization in Britain.
Ask questions about why the Maya Civilization came to an end.

Outcome

The children will be able give different reasons why the Maya civilization came to an end.

RE

What do Hindus believe God is like?

Prior learning

The concept of God is important in RE and features in many units within this syllabus. Pupils will have had the opportunity to study units on this concept in both EYFS and KS1 and it is useful to make relevant links to their prior learning where possible.

Vocabulary for learning

Aum, Worship, Diwali, puja, Shrine, Vishnu, Shiva, Brahma.

Small step progression

Explain what a Hindu might understand about Brahman from the story of Svetaketu.
Talk about aspects of Brahman by looking at six deities.
Link a Hindu story with beliefs about Brahman.
Explain what objects on a puja tray represent.
Consider how the idea that Brahman is in everything might affect the actions of a Hindu.

Outcome

Children can identify some Hindu deities and say how they help Hindus describe God.
They can make simple links between beliefs about God and how Hindus live

PSHE

Keeping Safe

Prior learning

Year 2 have previously recognised safe or unsafe feelings.

Vocabulary for learning

Instructions strategies phishing fake news browsing nicotine cigarettes profile personal information

Small step progression

Identify risk factors in given situations
Define the words danger and risk and explain the difference between the two.
Identify risk factors in given situations.
Recognise potential risks associated with browsing online.
Understand that medicines are drugs and suggest that they can be harmful or helpful
Define the word 'drug' and understand that nicotine and alcohol are both drugs.

Outcome

The children will understand risks and how they can keep safe.

Computing

Sequencing sound

Prior learning

The children have used programming blocks to modify and create programs. They have created multiple algorithms and predicted the behaviour of simple programmes. They have started to look at debugging in the programmes they have created.

Vocabulary for learning

Programming Scratch Blocks Commands Code Events Motion Sequence Trialling Debugging

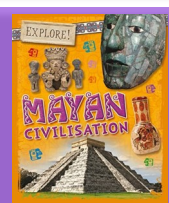
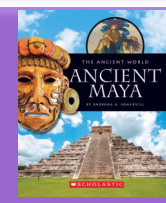
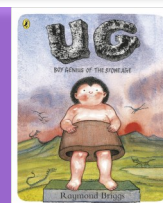
Small step progression

-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 be able to use scratch to create a sequence that makes music.

Books linked to our learning



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Art

Working with shape and colour

Prior learning

Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response. Explored simple printmaking including monoprint. Introduced idea that media can be layered and used together.

Vocabulary for learning

Capture, Share, Cut, Direct, Try, Explore, Test, Elements, Negative, Positive,

Small step progression

Explore historical artwork through looking, talking and drawing.

Use collage to explore the elements of a work of art.

Continue to develop my collaging skills thinking about colour, shapes, and composition.

Work into my collages to create definition and dimension.

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

Outcome

The children can create my collage using line, colour and shape made by stencils.

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.

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

Recognize differences in dynamic levels in music

Define different dynamic levels using musical vocabulary

Use symbols to represent instrumental or vocal sounds

Identify instruments according to a criterion

Select appropriate instruments according to their timbre .

Outcome

The children will be able to explain the difference between dynamics and timbre and how they affects a piece of music.

French

Les Animaux

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.

Vocabulary for learning

Les animaux , Un mouton, Un (masculine), Un cochon, Une “A” (feminine) ,Un canard, Un lion, Un singe, Un oiseau, Une souris, Un lapin , Une vache ,Un cheval, Je suis

Small step progression

Name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.

Name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner.

Recall ten nouns for animals in French and will start to attempt to spell these words.

Understand that there are more indefinite articles in French compared to English.

Become more familiar with the 1st person high frequency irregular verb ‘je suis’ (I am) from the verb ‘être’ (to be).

Outcome

The children can name 10 animals in French and speak, read and writing sentences about animals.

PE

Gymnastics—Symmetry and Asymmetry.

Prior learning

The children will know how to use a variety of apparatus when creating movement. They will know the term flow and how to apply it, linking balances and movements.

Vocabulary for learning

Excellent gymnastics, Linking, flow, interesting, extension, symmetrical, asymmetrical

Small step progression

Apply the concept of 'excellent gymnastics'

Explore movements and balances in a symmetrical and asymmetrical way.

Re-create symmetrical balances on apparatus.

Travel from one piece of apparatus to another in a sequence.

Use symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating asymmetrical balances to end the sequence.

Outcome

The children will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.

PE

Swimming

Prior learning

The children will have no prior knowledge from school as this is their first session.

Vocabulary for learning

Submerge, alternating, horizontal, buoyancy, swivel, prone, supine.

Small step progression

Answer 2 water safety questions

Move 3 metres in the water by, walking, jumping, hopping or holding side

Jump up and down in the water, holding the side if required

Using aids perform an alternating leg action across the pool

Float with support and return to a standing position

Outcome

The children will know how to keep safe in the water and start to develop water confidence.

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

We will continue to develop our understanding of vocabulary and inference questions and explain what is happening in the story line. We read the story most days, so why not ask your child what happens each day?

