



<u>Year group: 3</u>	<u>Term: 2</u>		<u>Enquiry Question: Why Africa a continent and what is significant about its history?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><b><u>Art</u></b></p> <p><u>Materials – Animals on Landscape</u></p> <ul style="list-style-type: none"> <li>– Know which materials are needed to create a mask including painting and sculpture</li> <li>– Know which materials and colours to use for a landscape</li> <li>– To know which materials to use for different purposes within painting, for example using different textures and brush strokes</li> <li>– To know the primary colours and use these confidently and start to use these to make secondary colours</li> </ul> <p><b><u>Music</u></b></p> <p><u>Hands Feet Heart (Year 2)</u></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>– To know that singing in a group can be called a choir</li> <li>– To know that the person who the choir or group follows is called the leader or conductor</li> <li>– To know that songs can make you feel different things e.g. happy, energetic or sad</li> </ul>	<p>Texture Model Papier Mache Brush strokes Primary colours Secondary colours</p> <p>Choir Conductor Solo Ensemble Unison Posture In tune</p> <p>Texture Dynamics Tempo Rhythm Pitch Introduction Verse Chorus</p>	<p><b><u>Art</u></b></p> <p><u>Materials – Animals on Landscape</u></p> <ul style="list-style-type: none"> <li>– Make a simple papier mache object</li> <li>– Plan, design and make models</li> <li>– Continue to plan, refine and alter their drawings as necessary</li> <li>– Continue to use their sketchbook to collect and record visual information from different sources</li> <li>– Mix a variety of colours and know which primary colours make secondary colours</li> <li>– Use a developed colour vocabulary</li> <li>– Work confidently on a range of scales e.g. thin brush on small picture etc</li> </ul> <p><b><u>Music</u></b></p> <p><u>Hands Feet Heart (Year 2)</u></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>– To sing in unison and in simple two-parts.</li> <li>– To demonstrate a good singing posture.</li> <li>– To follow a leader when singing.</li> <li>– To enjoy exploring singing solo.</li> <li>– To sing with awareness of being ‘in tune’.</li> <li>– To have an awareness of the pulse internally when singing.</li> </ul>



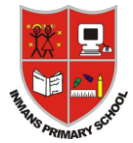
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	<ul style="list-style-type: none"> <li>- To know that singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- To know why you must warm up your voice</li> </ul> <p><b><u>Listen and Appraise</u></b></p> <p>To know songs from memory and who sang them or wrote them          To know the style of the five songs          To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Its lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song, and where they are used</li> <li>- Identify the main sections of the song</li> <li>- Name some of the instruments they heard in the song</li> </ul>	<p>Composer</p>	<p><b><u>Listen and Appraise</u></b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To think about what the words of a song mean.</li> <li>- To take it in turn to discuss how the song makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<p>Knowledge &amp; Understanding of the world</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>Is Africa a Continent or a Country?</u></b></p> <p>Children will explore the following historical knowledge.          Children will:</p> <ul style="list-style-type: none"> <li>- Touch upon the key significant historical figures who have made an impact upon the continent's history: William Wilberforce, Nelson Mandela. What part did they play in history?</li> <li>- Explore trade links and how the</li> </ul>	<p>Trade Triangle          William Wilberforce          Slave/slavery          Nelson Mandela          Settlement          Import/Export          Consequence</p> <p>Country          City          Port          Continent</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>Is Africa a Continent or a Country?</u></b></p> <p>Children will explore the following historical skills.          Children will:</p> <ul style="list-style-type: none"> <li>- Give reasons for and list the consequences of the trade triangle between the Africa, North America, and Europe.</li> <li>- Ask relevant historical questions regarding the impact of the trade triangle.</li> </ul>



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	<p>distribution of resources and people have changed over time.</p> <p>Children will explore the following geographical knowledge. Children will:</p> <ul style="list-style-type: none"> <li>- Understand where areas are on the map in relation to their home</li> <li>- Locate the world's countries incl. Europe and North America</li> <li>- Identify the Equator and the Tropics</li> <li>- Know the difference between human and physical features</li> <li>- Understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Ocean Coastal Inland Landlocked Natural resources Equator Tropics Famine Desert Drought Minerals Trade Economic</p>	<ul style="list-style-type: none"> <li>- Develop map skills and use larger scale maps to locate places and points on a map e.g. countries in Africa and places along the historical slave trade routes in the UK/Europe, African countries and North America and Caribbean.</li> <li>- Begin to use a variety of different styles of map e.g. large-scale OS, junior atlases, internet map sites, aerial photographs to identify features such as cities, deserts. Identify the UK and its countries, as well as the countries, continents and oceans – especially linked to trade.</li> <li>- Begin to match boundaries on maps e.g. boundaries between African countries on different scale maps.</li> <li>- Begin to ask/initiate geographical questions e.g. how may coastal countries have been impacted by the slave trade (historically)? How do the countries in Africa differ by their location or development? How does the geographical location of countries in Africa impact on the countries (in terms of climate/weather/food/famine/trade etc)?</li> <li>- Use 4 compass points to follow/give directions e.g. following trade routes. Use letter and number co-ordinates to locate features on a map.</li> <li>- Make comparisons between Africa and our local area know the impact we had on slavery.</li> </ul>
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	<p><b><u>RE</u></b></p> <p><u>Remembering-Why remember?</u></p> <ul style="list-style-type: none"><li>- Investigate the significance of religious festivals.</li><li>- Explore religious teachings of forgiveness and reconciliation.</li><li>- Explore how people express their beliefs through personal symbols and artefacts.</li></ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"><li>- Why is Mary such an important part of the story?</li><li>- Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel.</li><li>- Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'?</li></ul> <p><b><u>French</u></b></p> <p><u>All About Me</u></p> <ul style="list-style-type: none"><li>- Know how to use spoken language</li></ul>	<p>Festival Forgiveness Reconciliation Symbol Artefact</p>	<p><b><u>RE</u></b></p> <p><u>Remembering-Why remember?</u></p> <ul style="list-style-type: none"><li>- Compare the experiences of different people participating in a religious festival or celebration Describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li><li>- Explain how personal symbols and artefacts relate to religious beliefs</li></ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"><li>- Retell the Christmas story</li><li>- Explain why Mary is an important part of the Christmas story</li></ul> <p><b><u>French</u></b></p> <p><u>All About Me</u></p> <ul style="list-style-type: none"><li>- Listen to spoken language, including everyday</li></ul>
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	<p>about everyday objects including classroom objects.</p> <ul style="list-style-type: none"> <li>- Know how to use songs and rhymes in French.</li> <li>- Know how to say a few words and phrases in French.</li> </ul>	<p>Levez-vous Asseyez-vous Des lunettes Un tee-shirt Des chaussures</p>	<p>classroom language and show understanding by joining in.</p> <ul style="list-style-type: none"> <li>- Explore and appreciate the language through songs and rhymes.</li> <li>- Speak/ say a few words and phrases.</li> </ul>
SMSC	<p><b><u>Celebrating Difference</u></b></p> <p>Children learn that differences are not restricted to a person and that a person's family and situation might also be different including conflicts within family.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>- To understand that every body's family is different</li> <li>- To understand that differences and conflict sometimes happen among family members</li> <li>- To know what it means to witness a bully and that witnesses can make the situation better or worse by what they do</li> <li>- To recognise that some words are used in hurtful ways</li> </ul>	<p>Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Gay Unkind Feelings Tell Consequences Hurtful</p>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>- I can appreciate my family and the people who care for me</li> <li>- I can give and receive compliments and know this feeling</li> <li>- I can give strategies to calm myself down and can use the 'solve it together' technique</li> <li>- I can suggest ways of helping make someone who is bullied feel better</li> <li>- I can problem solve a bullying situation with others</li> </ul>
Scientific & technological understanding	<p><b><u>Science</u></b></p> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- To recognise that they need light in order to see things and that dark is the absence of light.</li> </ul>	<p>UV Light Shadow Reflection Opaque/ Transparent</p>	<p><b><u>Science</u></b></p> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- To find patterns in the way that the size of shadows change.</li> <li>- Recording findings using simple scientific language,</li> </ul>



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	<ul style="list-style-type: none"> <li>- To notice that light is reflected from surfaces.</li> <li>- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>- To find patterns in the way that the size of shadows change.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Email (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Know how to open and respond to an email</li> <li>- Write an email using an address book</li> <li>- Learn how to email safely</li> <li>- Know how to add an attachment</li> <li>- Know what CC means</li> </ul> <p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> <li>- To take a photographs and sequence them into a 'movie'</li> <li>- To understand the role framing in photography plays in stop motion</li> <li>- To understand that the app orders the photographs into a sequence</li> <li>- To evaluate the sequence</li> <li>- To use the wider features of the app</li> </ul>	<p><u>Email (Unit 3.5)</u></p> <p>Respond Address book Attachment CC Format</p> <p><u>Stop Motion (Bespoke)</u></p> <p>Role Framing Movie App Sequence</p>	<p>drawings, labelled diagrams, keys, bar charts and tables</p> <ul style="list-style-type: none"> <li>- Identifying difference, similarities or changes related to simple scientific ideas and processes.</li> <li>- Make systematic and careful observations.</li> <li>- Ask relevant questions and use different types of scientific enquiry to answer them.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Email (Unit 3.5)</u></p> <ul style="list-style-type: none"> <li>- Use 2Connect to identify strengths and weaknesses</li> <li>- Attach work to an email</li> <li>- Read and respond to a series of emails</li> <li>- Attach files appropriate</li> <li>- Apply the format of an email when writing one</li> </ul> <p><u>Stop Motion (Unit)</u></p> <ul style="list-style-type: none"> <li>- Focus a photograph using a tablet</li> <li>- Analyse the sequence of photographs so that movement looks 'smooth'</li> <li>- Edit a sequence of photographs to achieve a given aim</li> </ul>
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	<p>to edit and improve</p> <p><b><u>Design Technology</u></b></p> <p><b><u>Moving Creatures in a Cage or Box</u></b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Revisit knowledge on mechanisms</li> <li>- Understand what pneumatic mechanisms are</li> <li>- Know how to create a realistic design</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Know that a specific order is required</li> <li>- Know what tools are required</li> <li>- Explore finishing techniques</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Know how to evaluate own products against criteria and user needs.</li> </ul>	<p>Evaluate Wider features Focus Smooth Movement</p> <p>Compressed Input Output Pivot Lever Pneumatic Hydraulic Pressure Inflate Deflate Syringe System</p>	<p><b><u>Design Technology</u></b></p> <p><b><u>Moving Creatures in a Cage or Box</u></b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Use annotated sketches and prototypes to develop, model and communicate ideas</li> <li>- Create a realistic, labelled design</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Order the main stages of making</li> <li>- Select from and use appropriate tools with some accuracy to cut and join materials and components.</li> <li>- Use finishing techniques suitable to the product.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Investigate and analyse books, videos, products with pneumatic mechanisms</li> <li>- Critically evaluate own products against criteria and user needs.</li> </ul>
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<p><b>Physical Development</b></p>	<p><b><u>Physical Development</u></b></p> <p><u>African Dance (Unit 3.2)</u></p> <ul style="list-style-type: none"> <li>- Explore African dance movements</li> <li>- Have an understanding of African dance steps</li> <li>- Learn how to work cooperatively with others to create a new dance</li> <li>- Learn how to tell a story using dance</li> </ul> <p><u>Mighty Movers- Running (Unit 3.2)</u></p> <ul style="list-style-type: none"> <li>- To explore running at different speeds.</li> <li>- Understand the reason for warming up</li> <li>- To understand the value of a running-based circuit and the impact it can have on health</li> </ul>	<p><u>African Dance (Unit 3.2)</u></p> <p>Cannon Clock Confidence Direction Performances Pivot Tempo Timing Unison</p> <p><u>Mighty Movers- Running (Unit 3.2)</u></p> <p>Pace Stamina Speed Relay Catcher Zigzag Balance</p>	<p><b><u>Physical Development</u></b></p> <p><u>African Dance (Unit 3.2)</u></p> <ul style="list-style-type: none"> <li>- Create a pattern of movement</li> <li>- Count beats and change direction while dancing</li> <li>- Work with a partner to create African dance patterns</li> <li>- Sequence African dance steps with clarity and rhythm using own ideas</li> <li>- Perform a dance with rhythm and expression</li> <li>- Maintain a consistent tempo throughout the dance using counting</li> <li>- Develop precision of movement</li> <li>- Devise African style dance steps and patterns</li> <li>- Dance to the beat and keep in time</li> </ul> <p><u>Mighty Movers- Running (Unit 3.2)</u></p> <ul style="list-style-type: none"> <li>- Demonstrate good use of arms when running at different speeds</li> <li>- Analyse others running technique and suggest ways of improving</li> <li>- To work as a team in a running situation</li> <li>- Learn how to hand over in an efficient manner</li> <li>- Use the correct running technique to complete a circuit</li> <li>- Complete a running circuit showing good balance, co-ordination and agility</li> </ul>
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<u>Guided Reading text and other linked books</u>	<u>Previous Learning Links</u>	<u>Adaptations to the Curriculum for SEND</u>	<u>Key Questions</u>
Stig of the Dump Hansel and Gretel African creation stories	Significant people in history Human and Physical features	Visuals/Pictures wherever possible Differentiated tasks Word Mats- Assist with vocabulary.	Is Africa a continent or a country? How many countries are there in Africa? What type of animals live there? How big is the population? How many languages are spoken?