

Class:Y3	<b>Curriculum Driver:</b> Science: Living things and their habitats & Animals including humans <b>British values:</b> Respect					<b>Curriculum Them</b>	
<b>Local</b>		<b>Engaging</b>			<b>Aspiring/ambitious</b>		
		<b>Sequence of Learning</b>					
<b><u>Subject</u></b>	<b><u>Intent and links to previous learning</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	
<b>Science</b>  <b>What’s inside us?</b>	<p>Courage of KS1 – ‘what makes me’, understanding basic body parts. Recapping what nutrients are, and why we need these to help us grow.</p> <p>We will be learning more complex body parts, such as the vertebrate and it’s importance to help humans stand up. We will investigate the difference between animals and humans, discussing exoskeletons.</p> <p>We will be looking at the importance of a well balanced diet, consuming a variety of different nutrients, and why these help animals and humans grow.</p>	To sort foods into food groups and find out about the nutrients that different foods provide.	To explore the nutritional values of different foods by gathering information from food labels.	To sort animal skeletons into groups, discussing patterns and similarities and differences.  <b>Enquiry Question:</b> How do the skeletons of different animals compare?	To investigate an idea about how the human skeleton supports movement.  Name the body parts.  <b>Enquiry question:</b> Do faster runners have longer legs? <b>(plan an enquiry/gather, record and interpret results)</b>	To explain how bones and muscles work together to create movement.  Vocabulary -contract -retract	
<b>Computing</b>  <b>Connecting</b>	Connecting systems and networks:	How does a digital device work?	What parts make up a digital device?	How can digital devices help us?	How am I connected?	How are computers connected?	V s I

	through pictures and by viewing different architecture around the school.	Create line, pattern and tone with pencil and chalk/charcoal	on windows in the classroom)				
<b>Music</b> <b>Ukulele</b>	Beginning to learn the ukulele. Learning to listen and play together as a group.	Introduction to ukuleles: label, name, hold, relate to other stringed instruments.	Be able to copy and repeat patterns of rhythm.  Know the difference between pluck and strum.  Begin to understand the chord of c.	Know how to read a chord box and find the chord of c.	Be able to work out how to change from the chord of c to a.m.	Be able to play, in time, with a group, changing chords when needed.	C p p c
<b>French</b> <b>I am learning French</b>	To introduce children to the beginning of the French language. Introducing them to ask others in the classroom what their name is, listening carefully to how the words are pronounced.  Children will listen and then repeat the numbers to 10, introducing them to the order of the numbers and learning how to match numbers to images	To introduce the Francophone world and French as a subject to the children	Basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French	To learn how to ask and answer the question 'comment tu – t'appelles?' (what is your name? in French.	To introduce numbers 1 – 10 in French	To introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French.	

the creation story?	they think he did it in.  Children will use acting to help stimulate their memory to help identify the different parts of the creation story.		Christians about God and the importance of the world?				
<b>RSHE</b> Happy and healthy friendships		Making friends	What makes a good friendship?	Discussing ways to be a good friend.			
<b>PE</b>  Football		I can keep control of the ball with both feet when moving.	I can pass and receive the ball with different parts of my foot: inside, outside and laces.	I can pass the ball with different parts of my foot over short distances. I can move into space to receive the ball.	I can tackle with control and keep possession of the ball	I can use space to support teammates and cause problems to the opposition when not in possession of the ball	I can use space to support teammates and cause problems to the opposition when not in possession of the ball
<b>Real PE - Personal</b> Footwork and 1 leg balance		<b>Balance:</b> 1 leg 30 seconds. <b>Footwork:</b> skip with knee and opposite elbow at 90°	<b>Balance:</b> 1 leg 30 seconds - 5 mini squats. <b>Footwork:</b> side steps 180° front & reverse pivots	<b>Balance:</b> 1 leg 30 seconds - eyes closed. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on same leg.	<b>Balance:</b> 1 leg 30 seconds - 5 squats. <b>Footwork:</b> Hopscotch forwards and backwards, hopping on alternating legs	<b>Balance:</b> 1 leg 30 seconds - 5 ankle extensions. <b>Footwork:</b> Move in a zigzag pattern forwards and backwards	



**Shared Reading text:** All the King's Tights (Early Readers - red) by Maudie Smith

