

Half Termly Curriculum Plan Autumn 2 2024

Year 3										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Assessment
Science	Year 2: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Vitamin Minerals Nutrition Balanced Endo/ Exoskeleton Radius Tibia Spine Ribcage Hamstring Bicep	Pre Assessment baseline – Animals including humans	L.I. – I can name and describe the importance of each food group Create a food pyramid showing the different food groups and the importance of each food group.	L.I. – I can explain the nutrition in the food we eat. Looking the nutrition charts, explain if a food is a healthy option or an occasional treat. Explain the content of each food looking at each label.	L.I. – I can identify which animals have an endoskeleton, an exoskeleton and a hydrostatic skeleton. Children to research different animals and identify which type of skeleton they have.	L.I. – I can name and explain the functions of a human skeleton Create a presentation page about the human skeleton	L.I. – I can name and explain how muscles work Create a presentation about muscles using diagrams and illustrations.	Post Assessment	
History		Round house Tepee Hunters Gatherers Mesolithic Neolithic Paleolithic Tools Bronze Age Timeline	LI: I can create and describe different types of homes including how they were made and what they were made from. Learning the various Stone Age Homes in different time periods and creating models of Stone Age houses	LI: I can ask and answer questions about a historical artefact and describe their beliefs and experiences. Creating fact files , producing and answering questions on Stonehenge	LI: I can Place events and artefacts on a timeline using dates. Children drawing and annotating Stone Age timelines with their learning	LI: I can understand the concept of change over time. Creating a Venn diagram comparing the differences and similarities between life in the Stone Age and the Bronze Age				

Computing	Yr 2 – We are games testers	Algorithm Bugs Debug Instruction Program Script Sequence		<u>We are Bug Fixers</u> L.I. – To understand the meaning of a bug in a program • I can recognise a problem in a program • I can modify an existing program to solve errors • I can predict where a program will fail	<u>We are Bug Fixers</u> L.I. – To be able to spot bugs in a program • I can use logical reasoning to solve a problem • I can spot which part of a program needs to be modified • I can read and understand a simple program	<u>We are Bug Fixers</u> L.I. – To find and correct a simple bug in a program • I can correct 'off-by-one' mistakes in a program • I can describe how a simple maths program works • I can explain how I correct 'bugs' in a program	<u>We are Bug Fixers</u> L.I. – To improve a program • I can explain how the steps in a program are linked • I can look for ways to improve the performance of a program • I can debug a program to make it better	<u>We are Bug Fixers</u> L.I. – To find and correct multiple bugs in a program • I can describe how a simulator game's program works • I can try out different variables in a simulator game's program • I can see the importance of debugging a program for driving a car	<u>We are Bug Fixers</u> L.I. – To Find and correct sequence bugs in a program • I can describe how the dialogue in a program works • I can put the dialogue in a program in the right order • I can correct a program so the animation is more realistic	Continuous assessment
Religious Education		Baptism Gospel Holy Spirit Son Father Trinity	L.I. – I can describe the events of Jesus' baptism according to the Gospel Children to create a storyboard of the events that take place in his Baptism with a description beneath.	L.I. – I can examine how the Trinity is symbolised in art Children to reflect on the 2 pieces of artwork recording any symbolism or knowledge of what is in the paintings	L.I. – I can design a piece of artwork that explains the Trinity Children will use their knowledge of the Trinity to create a piece of artwork	L.I. – I can express Christian beliefs about the Trinity through song Children will use their knowledge of the Trinity to create song lyrics				
Art and Technology	Year 2: Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil	Composition Prehistoric Proportion Charcoal Tone Texture Smudging Hand print Negative and positive image	L.I. – I can apply a knowledge of prehistoric man-made art. Children to draw and colour a picture of their chosen animal, focussing on shapes within the animals/picture using prehistoric colouring.	L.I. – I can understand and use scale to enlarge drawings using a different medium. Children to redraw the same animal from the previous week, upscaling the size of using charcoal or chalk to fill areas with the smudging technique.	L.I. – I can explore how natural products produce pigments to make different colours. Children to create their own natural paint from natural materials, trying recreate the palette used by prehistoric people, creating a collage of colours and textures they have made. As a class, create a 'cave wall'	L.I. – To select and apply a range of painting techniques. Children to draw and paint their animal using the correct tones from the prehistoric cave drawings using similar techniques used back then.	L.I. – To apply painting skills when creating a collaborative artwork. Children to recreate the natural colours from week 3. As a class, children to create positive and negative images of their hands, printing on a large sheet of paper/wall paper.			

	Investigate textures and produce an expanding range of patterns				recreating some of the drawings from prehistory.					
Music	Nursery: Christmas Sing-a-long. EYFS: Traditional Christmas Nativity, KS1: Christmas Nativity Production as Year 1 & 2's.	Pulse Rhythm Tempo (<i>fast & slow</i>) Pitch (<i>high & low</i>) Dynamics (<i>loud & quiet</i>) Performance (<i>acting & dancing</i>) Solo Ensemble Unison Harmony Technology Microphones	LI: I understand the meaning of the word 'Christmas' Revisit & discuss the story of 'The First Christmas'. Introduce & discuss this year's Lower KS2 Traditional Christmas Carol Service.	LI: I understand how the carols / songs fit into the story of the 'First Christmas'. Work through carols / songs in the service & how they fit in to the 'First Christmas' story. Introduce the Year 3 parts for carols / songs that have harmony.	LI: I understand the 'First Christmas' story & why we have Christmas celebrations every year. Revisit & improve previously learned carols / songs. Introduce & work through the remaining carols / songs as time allows.	LI: I understand that rehearsal is very important in preparing for a live performance. Children to rehearse the production as a whole Key Stage for the first time.	LI: I can rehearse & perform as part of my cohort with increasing confidence. Children to improve their stage presence & performance levels by further rehearsing as a whole Key Stage. Introduce the sound technology required for a live performance. Improve continuity of the overall performance.	LI: I can perform to a live audience with confidence. Traditional Christmas Carol Service at St Nicholas Church, Harwich: Final rehearsals. Live performances to families & the public.	LI: I understand how to improve future live performances. Assess & discuss as a class the previous weeks live performance of the Christmas Carol Service at St Nicholas Church. Fun musical activities to conclude this unit. Perform the Traditional Carol Service to the whole school on the last day of term.	Class discussion relating to the live performances of the Traditional Christmas Carol Service..
PSHE		Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Special Unique Difference Similarity	LI: I understand that everybody's family is different and important to them I appreciate my family/the people who care for me	LI: I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique	LI: I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better	LI: I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others	LI: I recognise that some words are used in hurtful ways I can try hard not to use hurtful words (e.g. gay, fat)	LI: I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels		
Languages	lundi - Monday mardi- Tuesday mercredi - Wednesday jeudi- Thursday vendredi- Friday samedi - Saturday	Aujourd'hui, c'est lundi.. – Today is Monday. Aujourd'hui, c'est lundi? – Is it Monday today? janvier- January	I can say and write some colours linked to fireworks.	I can say and write some days of the week.	I can remember days of the week in French.	I can understand some months of the year in French	I can read and write dates in French.	I can remember months and learn about how Christmas is celebrated in France	Sing Douce Nuit and Etoile de Noel	PLN Puzzle it Out

	dimanche- Sunday	février- February mars- March avril- April mai- May juin- June juillet- July août- August septembre – September octobre – October novembre – November décembre - December Quelle est la date de ton anniversaire?								
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