

Year 3 Spring 1 2025



Science

Intent: To identify where light comes from and how shadows are formed

SEQUENCE OF LESSONS

1. Identify light sources and that darkness is the absence of light
2. How light travels - the law of reflection
3. Why we need light - uses of reflection
4. Dangers of the sun
5. Explore which objects form shadows
6. Find patterns with shadows - how can you change the size and shape of shadows by using the same object

Key Vocabulary: angle, bright, chemical reactions, dark, dim, electricity, emits, light, mirror, opaque, reflects, shadows, source, translucent, transparent

Impact: Children can identify different light sources, know how light travels and how this is connected to shadows.

History - The Indus Valley

Intent: To understand in what ways the Indus Valley developed.

SEQUENCE OF LESSONS

1. The dancing girl.
2. So many puzzles.
3. Bricks, buildings, baths and bathrooms.
4. Making beautiful things.
5. Boats, barter, trade and travel.
6. Two more puzzles: rulers and religion.

Key Vocabulary: necklace, hangles, Mohenjo-Daro, merchants, market, Indus Valley civilization, reconstruction, Harappa, monuments, seals, sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beckon, urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, governed, fertility, Asia, Hindu

Impact: Children can recall key facts about the Indus Valley civilisation and understand the changes throughout.

Geography - Settlements

Intent: To identify key features of a range of settlements.

SEQUENCE OF LESSONS

1. What is a settlement?
2. What is a village?
3. What is a town?
4. What is a city?
5. London: The largest city in the UK
6. Cardiff: Capital city of Wales

Key Vocabulary: settlements, hamlet, farmstead, village, rural, inhabitants, church, village green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town, city, university, large hospitals, cathedraw, airport, sprawling, urban sprawl, boroughs, Londoners, Tube, Underground, Cycle lanes, conurbation, flats, Cardiff, capital city, Taff, businesses, connect

Impact: Children can recall the types of settlements and what features they have, as well as, be able to articulate about a city in England and Wales.

RE - Living Hindu traditions

Intent: To understand the traditions of the Hindu religion.

SEQUENCE OF LESSONS

1. Worshipping together - family puja
2. Worshipping anywhere, any time!
3. Ganesha, the god of good fortune.
4. The story of Ganesha's birth.
5. Shiva: endings and beginnings.
6. A festival for Parvati.

Key Vocabulary: shrine, puja, puja tray, sandalwood, incense, atmosphere, impure, Ganesha, swirl, aarti, supreme, tradition, creation, murti, contentment, wise, wisdom, good fortune, joy, prayer, truth, Parvati, Shiva, fierce, warlike, guard, threatened, meditating, hustle and bustle, focus, trident, timeless, necklace, renewal, shed, Nepal, henna, Teej, fasting, procession, thankful

Impact: To explain how Hindu's show their devotion to the Gods.

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PSHE - relationships

Intent: identify challenges and break down how to achieve them and learn how to overcome obstacles.

SEQUENCE OF LESSONS

1. Learn how to tell about a person who has faced difficult challenges and achieved success.
2. To identify a dream/ambition that is important.
3. To break down a goal into a number of steps and know how others could help us to achieve it.
4. Learning to be responsible for our learning and using our strengths.
5. To know how to manage feelings of frustration that may occur when obstacles occur.
6. Reflect on our own learning process.

Key Vocabulary: perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, cooperation, challenge, product

Impact: Children can identify their own dreams and ambitions and help others to achieve their goals.

Computing - Scratch

Intent: To explore and understand how a computer program works and to create accurate codes to produce a game.

SEQUENCE OF LESSONS

1. Explore a programming application
2. Use repetition in a program
3. To program an animation
4. To program a story
5. To program a game

Key Vocabulary: algorithm, animation, application, code, code block, debug, decompose, game, interface, loop, predict, program, remixing code, Scratch, sprite, tinker

Impact: Children can form algorithms and explain how they work. They can use decomposition to explore the code behind an animation.

DT - Mechanical systems: pneumatic toys

Intent: To understand how pneumatic systems work by drawing in, releasing and compressing air.

Key Vocabulary: mechanism, lever, pivot, linkage system, pneumatic system, input, output, component, thumbnail sketch, research, adapt, properties, reinforce, motion.

PE - invasion games - football

Intent: to learn the skills needed for an invasion game.

SEQUENCE OF LESSONS

1. Develop dribbling and ball control.
2. Develop passing and receiving skills.
3. To know how to find and use space effectively.
4. Learn the defensive skills of marking and tackling.
5. Learn how to shoot in football and the importance of fitness in football.
6. To use the skills learnt and apply them in a game.

Key Vocabulary: flexibility, strength, technique, control, balance, attacking, defending.

Impact: Children can be part of a team and work cooperatively.
Impact: Children can perform a gymnastics routine.

SEQUENCE OF LESSONS

1. Understand how pneumatic systems work.
2. Design a toy that uses a pneumatic system.
3. Create a pneumatic system
4. To test and finalise ideas against design criteria.

Impact: Children will create a 3D sculpture inspired by the work of sculptors.

Music - Ballads

Intent: identify key features of a ballad and perform one in tune and with actions.

SEQUENCE OF LESSONS

1. Use musical vocabulary to explain the stylistic features of a ballad.
2. Explore how actions can impact performance.
3. Plan a musical structure inspired by a story.
4. Create lyrics that match a melody.
5. Show awareness of style, structure and features to perform a ballad.

Key Vocabulary: ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem.

Impact: Children can show awareness of style, structure and features to perform their own ballad.

