|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 3) - Autumn 2 2023-24 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Texts English** |  | | Charlotte’s Web | | | | | | | |
| **Subject** | *Science* | *Computing* | | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *PE* | *RE* |
| NC  Objectives / links | Pupils should be taught to:   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter   Vocabulary:  Key  Rock, fossil, Earth, crust, igneous rock, sedimentary rock, metamorphic rock, magma, lava  Sparkle  Geologist, geology, mantle, core, palaeontology, permeable, impermeable | Pupils should be taught to:   * Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. * Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.   Vocabulary:  Key  Algorithm, bug, debug, program, code, coding, programming, technology.  Sparkle  Communicate, collaborate, malware, virus. | | N/A | Pupils should be taught about:   * Historical movements of armies in to regions, which have been part of a war or conflict, have had huge impacts on the world we live in today. * Learning about significant invasions and the mass change they brought with them. * Children will be introduced to the Romans looking at the impact these trend setters had and what things in modern Britain we owe to the influence of the Roman Empire.   Vocabulary:  Key  Roman, army, Hadrian’s Wall, road, empire, gladiator, soldier, shield, chariot, roman numerals.  Sparkle  aqueduct, Boudicca, amphitheatre, mosaic. | Pupils should be taught to:   * develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * Pupils should be taught: * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | N/A | Pupils should  be taught to listen attentively to spoken language and show understanding by joining in and responding   * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, **football,** hockey, netball, **dodgeball,** rounder’s and tennis], and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Pupils should be taught to:   * know about and understand a range of religions and other world views; * express ideas and insights about questions of beliefs and meaning; * investigate and respond to important questions for individuals and the wider community. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles) * Further QfLs linked to learning activities (additional questions for differentiated learning) * Opportunities for Sparkle (see separate suggestions) | | | | | | | |
|  | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *MFL* | *PE* | *RE* |
| Big Question | ***Are all rocks the same?*** | ***What is coding?*** | *N/A* | ***What did the Romans do for us?*** |  | ***What are the names***  ***of animals and my pets in Spanish?*** | **Football and Dodgeball** | ***What do creation stories tell us about our world?*** |
| Week 1 | What different types of rocks are there? | How can I write a code? |  | What  was life like as a  Roman? | Colour workshop  How do I use a colour wheel? |  | D – Can I throw a ball accurately?  F - Can I control a football with my feet? | What does the Jewish creation story tell about our world? |
| Week 2 | Are all rocks made in the same way? | Can I code to meet a design brief? |  | Why was  the Roman army so  successful? | Who is Michelangelo? | What are animals called? | D – Can I control the ball?  F - Can I dribble a ball? | What does the Christianity creation story tell about our world? |
| Week 3 | How can we tell different rocks apart? | How specific can a code I write be? |  | What role did Julius  Caesar play in the  Roman conquest of  Britain? | Who is Leonardo da Vinci? |  | D – How can I aim?  F - Can I shoot at a goal? | How do the creation stories from different faiths compare? |
| Week 4 | What is a fossil and how are they made? | What is debugging and can I do it? |  | What is the  significance of  Hadrian’s wall? | Who is Leonardo da Vinci? |  | D – What movements do I make when I dodge?  F - How do I pass the ball? | How do creation stories help me to think about the world in which I live? |
| Week 5 | Who is Mary Anning? | Can I ensure technology is used correctly? |  | Why did the  Romans build  roads? | Sofonisba Anguissola |  | D – What does it mean to work as a team?  F - What part of my foot do I shoot from? | How do creation stories help me to recognise my responsibilities to looking after the world? |
| Week 6 | What is soil and how is it made? | What decisions make using technology safe? |  | How did the  Romans change  towns?  British history day throughout school. | Sofonisba Anguissola |  | D – What skills do I use in dodgeball?  F - Why is space important in football? |  |
| Week 7 |  |  |  |  |  |  |  |  |
| Week 8 |  |  |  |  |  |  |  |  |