Mylor Bridge CP School

Curriculum Sequencing ~ Autumn 2 ~ Year 3

Computing	Design Technology	Geography	Music
Unit: Coding catch up	Unit: Monsters sculpture and design	Unit: Extreme Earth	Unit: Christmas songs
Lesson Sequence: • To understand that computer programs work by following algorithms and to use simple planning tools. • To understand how objects, actions and events work together in a program. • To understand the purpose of an output and to be able to 'read' code to find out what it does • To use repeat and timer commands to control how programs run • To design a program	Lesson Sequence: • I can explore how monsters are shown in myths and film, and understand what makes them unique • I can design a monster by drawing and using different shapes. • I can plan a monster animation • I can create a modelling clay monster and scenery for a stop-animation • can create a modelling clay monster and scenery for a stop-animation • I can edit and complete my stop motion animation by adding final touches	Lesson Sequence: • I can understand the layers of the earth • I understand how volcanoes are formed and name its parts • I understand the effects of people living near volcanoes • I understand how earthquakes occur and their impact • I understand how tsunamis occur and their impact • I understand how tornadoes occur and their impact	Lesson Sequence: • Appraisal of a variety of Christmas songs • Developing vocal technique including proper breathing, good posture and diction • Learning to sing melodies with accuracy • Singing as part of an ensemble • Adding dynamics, phrasing and expression to the performance Performing and evaluating performances
Outcome: Create a simple program using code	Outcome: Create a stop motion animation	Outcome: Describe why extreme events happen and the impacts	Outcome: Christmas concerts (café, luncheon club and to parents)

P.S.H.E.	P.E.	RW	Science
Unit: Health and Wellbeing	Unit: Gymnastics Canon and unison	Unit: What is it like for someone to follow God?	Unit: Forces and Magnets
Lesson Sequence: • Real relationships • What makes a good friend • Positive impressions • Respect at its best • Self worth and self esteem • Be an upstander	Lesson Sequence: • apply 'excellent gymnastics' when exploring movements and balances in unison • apply 'excellent gymnastics' when exploring movements and balances in canon • develop pupils' 'Unison Sequences' on the apparatus. • develop pupils' 'Canon' Sequences' on the apparatus • develop their sequences further by combining canon and unison in small groups. develop their sequences further by combining canon and unison in small groups.	Lesson Sequence: • Which information about Bible stories can we get from different types of texts? • What can we say about Noah from reading the biblical story? • What is the link between the story of Noah and the idea of covenant? • What are the links between the story of Noah and how many Christian people live? • What is the link between a Christian wedding ceremony and the idea of covenant? • Did Abram show he trusted in God?	Lesson Sequence: • To know that some forces need contact between two objects. • To plan an enquiry comparing how objects move on different surfaces • To carry out an enquiry comparing how objects move on different surfaces. • To compare and group materials based on whether they are magnetic or non-magnetic. • To compare magnetic strength and understand that magnetic forces can act at a distance. • To explain how magnets attract or repel each other
Outcome: Various	Outcome: Create a short sequence of movements using canon and unison	Outcome: Discuss how the story of Noah guides how Christians live	Outcome: Create a magnetic game