

Year 3 Topic: Amazing Bodies**Term: Summer 2****Topic Length: 6 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours				Disciplinary Knowledge				Substantive Knowledge				
Attitudes and attributes for learning and life				Know How – Subject specific thinking and problem solving				Know What – Deep learning of the key knowledge				
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To discover how animal (including human) bodies are different, what they need to survive and how the human body changes.										
		Hook: To use the interactive T-shirt to explore internal parts of the human body.					Celebration: A class presentation to Mr Bone and Mrs Hunter about how bodies are amazing.					
	Main Subjects	Science					PSHE					
	Key Performance Indicators	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 					<ul style="list-style-type: none"> Understand that boys' and girls' bodies change on the outside and inside during growth so that when they grow up their bodies can make babies. Understand how babies grow and understand what a baby needs to live and grow. Recognise stereotypical ideas about parenting and family roles. 					
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency				

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	<p>Events and actions Design, write and debug 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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
PE	<p>Athletics Pupils should use running, jumping, throwing and catching in isolation and in combination for example using javelin or doing hurdles. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. By looking at their past scores, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Tennis play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>
RE	<p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p>
Music	<p>Amazing Bodies Identify instruments of the Orchestra –(Peter and the Wolf), Carnival of the Animals and compare/analyse using a musical vocab- pitch (high/low), tempo (fast/slow) and dynamics (loud/quiet)</p>
Outdoor Learning	<p>NC Outdoors - Maths Progression Knowledge about trees Property of wood Uses of and care for the environment</p>



Key Objective Progression

Prior Knowledge	Year 3 – Amazing Bodies Key Objectives	Future Learning
<p>Science - Year 2 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Science - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Science – Year 4 - Identify the different types of teeth in humans and their simple functions. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>
<p>Science - Year 1 - Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals – carnivores, herbivores and omnivores.</p>	<p>Science - identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Science – Year 4 - Describe the simple functions of the basic parts of the digestive system in humans. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p>
<p>Science - Year 2 - Ready, Steady, Go - Gather and record data (about insulators).</p>	<p>Science - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>Science - Year 4 - Into the jungle - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>
<p>PSHE - Year 1 - Respect our bodies and understand which parts are private.</p>	<p>PSHE - Understand that boys’ and girls’ bodies change on the outside and inside during growth so that when they grow up their bodies can make babies.</p>	<p>PSHE – Year 4 - Understand that some of my characteristics come from my birth parents and why this happens. Label the internal and external parts of male and female bodies that are necessary for making a baby Describe how a girl’s body changes to be able to have babies when she is an adult, and that menstruation is a natural part of this.</p>
<p>PSHE - Year 1 - Understand growing up is natural and that people grow at different rates.</p>	<p>PSHE - Understand how babies grow and understand what a baby needs to live and grow.</p>	<p>PSHE – Year 6 Describe how a baby develops from conception to nine months and know how it is born.</p>
<p>PSHE - Year 2- Say what they like/don’t like about being a girl/boy. Think about changes in Year 3 and how to go about this.</p>	<p>PSHE - Recognise stereotypical ideas about parenting and family roles.</p>	<p>PSHE - Year 4- Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for older people.</p>