



Year 3 Term: Autumn 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English	<p><u>Setting descriptions</u></p> <p><u>Speaking & Listening:</u> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><u>Reading:</u> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p><u>Discussing</u> their favourite words and phrases.</p> <p><u>Writing:</u> Writing narratives about personal experiences and those of others (real and fictional). Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p><u>Travel reports</u></p> <p><u>Speaking & Listening:</u> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.</p>	<p><u>Setting descriptions</u></p> <p><u>Speaking & Listening:</u> Use relevant strategies to build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes.</p> <p><u>Reading:</u> Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination.</p> <p><u>Writing:</u> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings. Using fronted adverbials.</p> <p><u>Newspaper reports</u></p> <p><u>Speaking & Listening:</u> Participate in discussions, improvisations and debates. Gain, maintain and monitor the interest of the listener(s).</p> <p><u>Reading:</u> Identifying how language, structure, and presentation contribute to meaning.</p>	<p><u>Vehicle Text – The Iron Man</u></p> <p><u>Week 1-4: Approaching threat narrative</u> 1. Immersion in the vehicle text, developing questions and creating predictions. 2. Consider language choices and the effect on the reader. 3. Familiarisation with setting description language features and structures. 4. Plan, write and edit a setting description with a change in atmosphere.</p> <p><u>Week 5-7: Newspaper Report.</u> 5. Enjoy, explore and respond to the newspaper reports, collecting key ideas and language. 6. Analyse the structure and language features of a newspaper report. 7. Plan, write and edit a newspaper report on the sighting of an alternative marine mammal.</p>

		<p>Writing: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices.</p>	
<p>Maths</p> <p>Place value Addition and Subtraction</p>	<p><u>Place Value</u> Number -Count reliably with numbers from 1-20 -Order and compare numbers from 1-20 -Solve problems including doubling, halving and sharing -Add and subtract two single digit numbers</p> <p>Yr 1 / 2 Place Value: -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -recognise the place value of each digit in a two digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use and = signs -read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems</p>	<p><u>Place Value:</u> <u>Year 3</u> -Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representation -Read and write numbers up to 1000 in numerals and in words -Solve number problems and practical problems involving these ideas.</p>	<p><u>Place Value</u> <u>Year 3</u> Week 1-identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and words. Count in hundreds. Week 2- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) Compare and order numbers to 1000. Compare objects and numbers to 1000. Week 3-Find 1, 10, 100 more or less from a given number. -Solve number problems and practical problems involving the above. .</p>
<p>Science</p> <p>Animals incl humans</p>	<p>EYFS -Identify similarities and differences in relation to places, animals, objects, materials and living things. Year 1 / 2 -Asking simple questions and recognising that</p>	<p>Animals including humans: -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>1 – Parts of the digestive system – children will look at the basic functions of the digestive system and identify its parts. 2 – The digestion process - Children will demonstrate and explain the process of</p>

	<p>they can be answered in different ways</p> <ul style="list-style-type: none"> - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions 	<p>-Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>digestion through model making.</p> <p>3 –Tooth decay– children will set up an enquiry to investigate how our teeth decay, they will learn how to keep their teeth healthy and how to prevent tooth decay.</p> <p>4 – Types of teeth – Children will look at the different types of teeth in the human body and their functions.</p> <p>5 – Food Chains – children will construct and interpret a variety of food chains of different animals.</p> <p>6 – Animals classification– children will learn to classify animals as herbivores, carnivores or omnivores and can name producers predators and prey.</p> <p>7 – End of unit assessment.</p>
<p>Geography</p> <p>Climate Zones</p>	<p>Y2 - Topics Covered in KS1 - Local Area, Zambia, The United Kingdom, Weather, Seasons and the Seaside, Continents and Oceans and Hot and Cold Climates of the World.</p> <ul style="list-style-type: none"> -Pupils can name and locate the seven continents of the world, the seven seas, the four countries of the UK and their capital cities. -Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human/physical geography -Pupils can identify seasonal and daily weather patterns <p>key</p> <p>Y3 - Prior topics as above with the addition of: Rainforests, Food and Farming and Exploring Your Local Area</p> <ul style="list-style-type: none"> - Pupils can, with increasing accuracy, locate countries in Europe, North and South America on 	<ul style="list-style-type: none"> - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - describe and understand key aspects of: physical geography, including: climate zones - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr 4) - Round decimals with one decimal place to the nearest whole : Read, write and convert time between analogue and digital 12- and 24-hour clocks (Yr 4) 	<ol style="list-style-type: none"> 1. Identify the different lines of latitude and explain how latitude is linked to climate 2. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres 3. To identify the characteristics of each climate zone. 4. Compare temperate and tropical climates 5. Explore weather patterns within a climate zone 6. Write a weather forecast for a typical day in your choice of climate zone

	<p>a map</p> <ul style="list-style-type: none"> -Pupils can, with increasing accuracy, locate cities of the United Kingdom -Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian -Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human/physical geography 		
RE Harvest	<p>EYFS</p> <ul style="list-style-type: none"> -Listen to and discuss a range of bible stories, drawing comparisons and making links within a real life context. <p>Y1/2</p> <p>Chn know that religious festivals are celebrated around the world and have explored some of those celebrations.</p>	<ul style="list-style-type: none"> - Ask good questions about the meaning and purpose of Harvest celebrations - Know why harvest festival is celebrated and talk about related Christian beliefs; - Understand that Harvest is celebrated around the world in many different ways. - Reflect and talk sensitively about their experiences of Harvest festivals. 	<ol style="list-style-type: none"> 1. Children understand the importance of the harvest festival and how and why it is celebrated. 2. Children will research harvest celebrations from the past, drawing comparisons with other religious celebrations. 3. Children will analyse the Jewish festival of Sukkot, making comparisons between this and traditional Harvest celebrations. 4 – 6. Children will rehearse for the year 3 7. Harvest Festival performance.
Music Writing Music Down	<p>KS1</p> <p>KS1</p> <ul style="list-style-type: none"> -Listen with concentration and understanding to a range of high-quality live and recorded music - Use their voices expressively by singing songs and speaking chants and rhymes -Play tuned and un-tuned instruments musically - Experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Develop an understanding of the history of music. -Sing in tune with expression -combine different sounds to create specific mood or feeling -Use musical words to describe a piece of music and composition -Use musical words to describe what I like and do not like about a piece of music. 	<p><u>Three Little Birds</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p>
PE	KS1	- Travel changing direction and speed easily	1.Travelling in different ways, changing

Ball skills	<p>Master basic movements including running, jumping, well as developing balance, agility and co-ordination, a range of activities.</p> <p>Participate in team games, developing simple tactics.</p>	<p>-Show an awareness of space and know how to use it in games</p> <p>- Describe what happens to their breathing and heart when they play games</p> <p>-Use a range of skills to develop control with a ball</p> <p>-Show control when travelling with a ball, changing speed and direction</p> <p>-Recognise what good performance looks like and suggest ideas and practises to improve their own performance.</p>	<p>direction and speed.</p> <p>2.Bouncing the ball, two hands to one hand and travelling with the ball under control</p> <p>3.Controlling and travelling with a ball, steering by changing direction and speed.</p> <p>4. Rolling and aiming</p> <p>5.Rolling, tracking, receiving skills by working with a partner or small teams.</p> <p>6.Different throwing/passing skills, long and short passes.</p> <p>7. Playing competitive games in small teams.</p>
<p>PSHE</p> <p>Being me in the world.</p>	<p>Recognise my worth and can identify positive things about myself and my achievements.</p> <p>Face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>Understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Understand that my actions affect myself and others and I care about other people's feelings.</p> <p>Make responsible choices and take action.</p> <p>Understand my actions affect others and try to see things from their points of view.</p>	<p>-Recognise self worth</p> <p>- Set personal goals</p> <p>- Reflect on emotions</p> <p>- Understand why rules are needed</p>	<p>1.Children reflect on their biggest achievements and set personal goals for their time in Year 3.</p> <p>2.Children reflect on their fears for the coming school year, what do they like about school so far? What would make our school a horrible place to be?</p> <p>3. Children reflect on what their dream school would be. Children draw a picture of what their dream school would look like.</p> <p>4.Children learn the importance of rules and why we have them. Children come up with their own rules for a successful school/classroom.</p> <p>5.-6 Children create a learning charter for our school, creating illustrations and rules as a group.</p>
<p>Art</p> <p>Plant Life</p>	<p>KS1</p> <p>-Use a range of materials creatively to design and make products.</p> <p>-to draw, paint and sculpture to develop their ideas, experiences and imagination</p> <p>-Explored pattern, colour and texture</p> <p>-Look at range of artists, craftmakers and designers and using their discussions to develop their ideas.</p>	<p>-Appreciate the work of other artists</p> <p>-Develop observational skills</p> <p>-Know how to create tints, shades, tones and colours</p> <p>-Create depth in art work</p> <p>-Create sculptures using clay</p> <p>-Plan and create a piece of artwork.</p>	<p>1. Children will look at and discuss a variety of different plant-themed artworks, by different artists, created in different periods of time</p> <p>2. Children will find out what botanical illustrations are, and the original reasons for which they were created. They will look at the differences between these types of illustrations and other paintings of plants</p> <p>3. Children will learn how to mix tints,</p>

			<p>shades and tones of a colour. They will apply this knowledge to their independent work, where they are challenged to paint a flower from given photographs.</p> <p>4. Children will use both their skill of how to draw a tree and their understanding of depth to create their own forest scene in the independent activity. In the alternative activity, children will use layers of coloured card to create depth in their artwork.</p> <p>5. Children will be challenged to make their own flower-themed artwork from clay, in the form of a flower bowl, or a 3D flower sculpture.</p> <p>6. children will choose one of these plants to plan and create a piece of artwork for.</p>
Computing Simulations	Year 1 Coding: - Following instructions - Creating simple programs - Computer simulation of real-life events Year 2 Coding: - Algorithms	-Understand what a simulation is -Explore a simulation and test options -Recognise patterns in simulations -Evaluate simulations by comparing them to real life scenario	<p>1-2. Find out what a simulation is and understand the purpose of simulations</p> <p>3-4 Explore a simulation, making choices and discussing their effects.</p> <p>5-6. Work through and evaluate a more complex simulation.</p>