



Curriculum Planner

Term: Autumn 2

Year: 3

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Generosity	Individual liberty

WOW Day: Countries of Europe. (Travelling around Europe)

Bring in books in home languages, tasting food from Europe, art activities linked to different countries eg Eiffel tower from spaghetti and marshmallows, painting flags to create bunting

Dream big Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Vocabulary focus linked to: Geography – countries within Europe, maps, globes, atlases and capital cities. Science – forces, magnets, pushes, pulls, attract, repel and working scientifically. RE – The Trinity, Father, Son, Holy Spirit Parental engagement session – LKS2 Christmas play Using the school library 	<ul style="list-style-type: none"> Generosity – Collective worship focus. Class collective worship book. Class reflection area. Visits to the Peace Garden. 	<ul style="list-style-type: none"> PSHE/RSE – links to healthy relationships/friendships. Anti-bullying week

- Class read: Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown
- **Global learning:** Human Rights/Peace and conflict (How do you describe peace? /Why are people poor or hungry?)
- **World Hello Day**



<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Explanation Texts</u> Key Text: Until I met Dudley by Rodger McGough</p> <p>Listen to and discuss a range of texts.</p> <p>Ask questions to improve their understanding of the text.</p> <p>Extend the range of sentences with more than one clause. By using a wider range of conjunctions, including when, if because, although</p> <p>Using a and an correctly</p> <p>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Discussing writing similar to that which they are</p>	<p><u>Place Value</u></p> <p>Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s</p> <p><u>Number: Multiplication & Division</u></p> <p>Multiplication – equal groups Multiplying by 3 Dividing by 3 The 3 times-tables Multiplying by 4 Dividing by 4 The four times-table</p> <p><u>Number: Fractions</u></p>	<p><u>Forces</u></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel</p>

<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas/ proof-read for spelling and punctuation errors</p> <p>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements.</p> <p>Explanation on how stars shine.</p> <p><u>Kennings Poetry (Christmas themed)</u></p> <p>Increasing their familiarity with a wide range of books, retelling some of these orally.</p> <p>Recognising some different forms of poetry.</p> <p>Read and write kennings.</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Unit and non-unit fractions</p> <p>Making a whole</p> <p>Tenths</p> <p>Count in tenths</p> <p>Tenths as decimals</p> <p><u>Geometry: Properties of Shape</u></p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Draw accurately</p> <p>Horizontal and vertical</p> <p>Parallel and Perpendicular</p>	<p>each other, depending on which poles are facing.</p> <p><u>Working scientifically:</u></p> <p>Comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets</p>
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Kenning poems about Christmas time		
<p><u>Religious Education</u></p> <p>Understanding Christianity: Incarnation What is the Trinity?</p>	<p><u>Geography</u></p> <p>Location knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Geographical skills and fieldwork: Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Physical Education</u></p> <p>Gymnastics – 3B</p> <p>Invasion Games – 3K</p>
<p><u>Art - Drawing</u></p> <p>Book Illustrations</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil • Use of sketchbook and annotation. • Plan, refine and alter their drawings as necessary. • Draw for a sustained period of time at their own level. • Compare ideas and methods with others. <p>Focus Artist: Quentin Blake https://www.quentinblake.com/</p>	<p><u>Music</u></p> <p><u>Charanga</u></p> <p><u>Glockenspiel</u></p> <ul style="list-style-type: none"> • Playing the glockenspiel. The language of music. • Listen & Appraise (descriptions for all strands as in previous term) • Musical Activities: games, singing, playing • Perform/Share 	<p><u>PSHE/RSE</u></p> <p><u>Relationships/Friendships</u></p> <ul style="list-style-type: none"> • What makes a good friend? • Recognise wrong friendship choices. • Why do friendships change? • Why it is fun to have a friend who is different to me? • How can I make up with my friend when we have fallen out? • How do I know when I am being bullied? • What do I do if I am being bullied?
<p><u>Computing</u></p> <p>Purple Mash – Online Safety</p>	<p><u>SMSC</u></p> <ul style="list-style-type: none"> • Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE) 	<p><u>MFL - French</u></p> <ul style="list-style-type: none"> • Language of the week when doing the register. • Classroom instructions

	<ul style="list-style-type: none"> • Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2. • Social development – sense of belonging, responsibilities and rights of being members of a community (global learning) • Cultural development – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain. 	<ul style="list-style-type: none"> • Ask for and give name • French phonics
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Parental engagement: LKS2 Christmas play