



Curriculum Planner

Term: Autumn 1

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:
Koinonia – 'fellowship and community'	Democracy

WOW Day: Animals, including humans

Staff and pupils come to school dressed as an animal. Read 'Only one you' and create decorated pebbles for display in outdoor area, make windchimes from terracotta plant pots, create healthy eating plates, x-ray pictures with chalk and make own healthy salad to take home.

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: Britain through the ages (Stone Age, Bronze Age and Iron Age); animals including humans and the Creation story with pre and post learning activities. Parental engagement session – building Stone Age shelters. Using the school library Class read: The Diary of a Killer Cat by Anne Fine. Global learning: What does home mean? 	<ul style="list-style-type: none"> Koinonia – Collective worship focus. Class collective worship book. Class reflection area. Visits to the Peace Garden. Outdoor area- decorative pebbles, windchimes and opportunities for planting seeds. DT: Environmental poster with a moving part. 	<ul style="list-style-type: none"> Classroom routines and behavior. Class charter. Computing – online safety. PSHE/RSE – Links to healthy relationships Making own salads on WOW day. Looking at food groups and nutrition in Science.

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p data-bbox="120 240 770 272"><u>‘How to Wash a Woolly Mammoth’ (Instructions)</u></p> <ul data-bbox="159 320 770 679" style="list-style-type: none"> • ‘Talk for Writing’ orally saying a set of instructions with actions. • Sequencing instructions • Identifying the key features of instructional texts. • Imperative verbs. • Prepositions. • Build rich vocabulary • Plan, write and evaluate own writing. <p data-bbox="215 762 674 794"><u>Fairy Tales with a Twist (Narrative)</u></p> <ul data-bbox="159 842 770 1430" style="list-style-type: none"> • Write a traditional tale by changing one aspect giving it a modern twist. • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • In narratives, creating settings, characters and plot. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p data-bbox="1003 240 1279 272"><u>Number: Place Value</u></p> <ul data-bbox="853 304 1424 775" style="list-style-type: none"> • Hundreds • Represent numbers to 1,000 • 100s, 10s and 1s (1) • 100s, 10s and 1s (2) • Number line to 1,000 • Find 1, 10, 100 more or less than a given number <p data-bbox="927 866 1357 898"><u>Number: Addition & Subtraction</u></p> <ul data-bbox="853 946 1469 1453" style="list-style-type: none"> • Add and subtract multiples of 100 • Add and subtract 3-digit numbers and ones – not crossing 10 • Add 3-digits and 1-digit numbers – crossing 10 • Subtract a 1-digit number from a 3-digit number – crossing 10 • Add and subtract 3-digit numbers and tens – not crossing 100 	<p data-bbox="1659 240 2024 272"><u>Animals, including humans:</u></p> <p data-bbox="1503 280 2159 432">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 data-bbox="1503 472 2159 584">Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p data-bbox="1693 632 1991 663"><u>Working scientifically:</u></p> <p data-bbox="1503 703 2159 855">Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p data-bbox="1503 895 2159 1126">They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</p>

<ul style="list-style-type: none"> Assessing the effectiveness of their own writing and suggest improvements. Proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> Add and subtract 3-digit numbers and tens – crossing 100. 	
<p align="center"><u>Religious Education</u></p> <p>What do Christians learn from the creation story?</p>	<p align="center"><u>History</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (8-10,000 BC – 4000 BC)</p>	<p align="center"><u>Physical Education</u></p> <p>Gymnastics – 3K Invasion Games – 3B</p>
<p align="center"><u>Design Technology</u></p> <p align="center"><u>Mechanical Systems:</u></p> <p>Levers and Linkages – designing, making and evaluating an environmental poster with a moving part.</p>	<p align="center"><u>Music</u></p> <p align="center"><u>Charanga: Let your spirit fly</u></p> <ul style="list-style-type: none"> RnB Singing in two parts Composition Share and perform <p>Or Samba drumming.</p>	<p align="center"><u>PSHE/RSE</u></p> <p align="center"><u>Relationships/emotions</u></p> <ul style="list-style-type: none"> What makes someone special Understand how and why we feel guilty Say when we might feel guilty Understand that we each have a responsibility to make choices (good or bad) Understand how we might hurt others feelings
<p align="center"><u>Computing</u></p> <p align="center"><u>Purple Mash: Online Safety (Unit 3.2)</u></p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. 	<p align="center"><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) Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations now in LKS2. Social development – sense of belonging, 	<p align="center"><u>MFL</u></p> <ul style="list-style-type: none"> Language of the week greeting when doing the register. <p align="center"><u>French:</u></p> <ul style="list-style-type: none"> Numbers 0-10 Greetings – hello, goodbye, asking and

	<p>responsibilities and rights of being members of a community (global learning)</p> <ul style="list-style-type: none"> • Cultural development – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain. 	<p>saying how are you.</p> <ul style="list-style-type: none"> • French phonics.
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Parental engagement: Building a Stone Age shelter.