

<b>Mental and Physical Well Being</b> <b>Health &amp; Self Care   Moving &amp; Handling   Making Relationships   Managing Feeling &amp; Behaviour   Self Confidence &amp; Self Awareness</b>	<b>Year 3 Topic Planner</b> <b>Autumn 1</b>	<b>Understanding the World</b> <b>The World   People and Communities   Technology</b>												
<ul style="list-style-type: none"> <li>Indoor PE : Use the movements of travelling, jumping and balancing to create gymnastic routines <b>(PE)</b></li> <li>Outdoor PE : Develop and build hand eye coordination in tennis <b>(PE)</b></li> <li>Be able to initiate friendships and resolve differences <b>(PSHE)</b></li> <li>Develop strategies to keep safe on the internet <b>(PSHE)</b></li> <li>Create a class set of protocols in order to stay safe online<b>(PSHE)</b></li> <li>Understand the importance of stillness and silence for reflection <b>(RE)</b></li> <li>Apply the Kilmoree Qualities to be the best that we can be <b>PSHE)</b></li> <li>Understand how to cook simple, healthy recipes and how healthy eating will impact positively on our future lives <b>(S/DT) (Link UW)</b></li> <li>Manipulate a range of tools to cut, chop, slice and stir <b>(DT)</b></li> <li>Manipulate natural forms and materials into shapes and patterns <b>(A)</b></li> <li>Develop fine motor skills such as pencil grip by handling, stacking materials and mark making</li> <li>Continue to ensure the use of controlled and precise handwriting <b>(E)</b></li> <li>Music - Keep a beat and move expressively to music</li> <li>Music - Play percussion instruments with control</li> </ul>	<p align="center"><b>What is underneath our feet?</b></p> <p><b>Topic description:</b> We will be journeying back through time to discover how the earth was formed, how it has changed over time and to understand what it is made of.</p> <p><b>Big Question</b> Is the Planet Earth the same now as it was 1000 years ago?</p> <p><b>Key questions we will consider in this topic are</b></p> <ul style="list-style-type: none"> <li>What is underneath our feet?</li> <li>Has it always been the same?</li> <li>Is it the same no matter where we are?</li> <li>What might cause it to change?</li> </ul> <p><b>The following National Curriculum subjects will be covered this half term</b></p> <table border="0"> <tr> <td>Art <b>(A)</b></td> <td>Design and Technology <b>(DT)</b></td> <td>Computing <b>(C)</b></td> </tr> <tr> <td>English <b>(E)</b></td> <td>French <b>(MFL)</b></td> <td>Geography <b>(G)</b></td> </tr> <tr> <td>Maths <b>(Ma)</b></td> <td>Music <b>(M)</b></td> <td>Physical Education <b>(PE)</b></td> </tr> <tr> <td>Science <b>(S)</b></td> <td></td> <td></td> </tr> </table> <p><b>Other subjects covered</b> Personal, Social, Health and Economic <b>(PSHE)</b>      Religious Education <b>(RE)</b></p>	Art <b>(A)</b>	Design and Technology <b>(DT)</b>	Computing <b>(C)</b>	English <b>(E)</b>	French <b>(MFL)</b>	Geography <b>(G)</b>	Maths <b>(Ma)</b>	Music <b>(M)</b>	Physical Education <b>(PE)</b>	Science <b>(S)</b>			<ul style="list-style-type: none"> <li>Explore and investigate the work of landscape/transient artists <b>(A)</b></li> <li>Research and explore how the earth and its changing land masses was formed including volcanoes and earthquakes <b>(G)</b></li> <li>Investigate the formation, properties and potential uses of rocks <b>(S)</b></li> <li>Discover how fossils are formed and find out what Mary Anning discovered that influenced the world’s understanding of them <b>(S)</b></li> <li>Explore Atlases to locate the world’s continents and the countries in the UK and Europe <b>(G)</b></li> <li>Design and create a fossil animation using Scratch <b>(S/C)</b></li> <li>Investigate the safe use of search engines <b>(PSHE/C)</b></li> <li>Consider how peace can mean different things to different people and different faiths <b>(RE) (Link MPWB)</b></li> <li>Consider how we can foster peace in our lives <b>(RE) (Link MPWB)</b></li> <li>Read and discuss a wide range of fiction and non-fiction <b>(x-curricular)</b></li> <li>Use primary and secondary sources to study and ask questions <b>(x-curricular)</b></li> </ul>
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<p align="center"><b>English/ Literacy</b> <b>Reading      Writing</b></p> <ul style="list-style-type: none"> <li>Read and discuss a range of texts linked to the Natural World <b>(E/G/S)</b></li> <li>Identify the language, text level and layout features of non-chronological reports <b>(E) (Link CL)</b></li> <li>Plan, write and edit a discovery story for a younger child showing an awareness of audience<b>(E)</b></li> <li>Write a report about volcanoes <b>(E/G) (Link UW)</b></li> <li>Edit and improve own writing <b>(E)</b></li> <li>Organise writing into paragraphs around a theme <b>(E)</b></li> <li>Choose nouns and pronouns appropriately <b>(E)</b></li> <li>Use apostrophes for possession and contraction <b>(E)</b></li> <li>Use a range of punctuation independently and correctly <b>(E)</b></li> </ul>	<p align="center"><b>Communication and Language</b> <b>Understanding   Listening and Attention   Speaking</b> <i>The 4 strands of oracy are considered when planning CL</i></p> <ul style="list-style-type: none"> <li>MFL – Numbers, greetings, classroom instructions, ask for &amp; give age/name <b>MFL</b></li> <li>Present information about volcanoes to class <b>(E/G)</b></li> <li>Role play based on the life of Mary Anning <b>(Link UW)</b></li> <li>Speak in sentences using familiar vocabulary, phrases, basic language and language structures</li> <li>Observe and describe movements of others <b>(PE) (Link EAD)</b></li> <li>Perform in class assembly <b>(x curricular)</b></li> <li>To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects <b>(x curricular)</b></li> <li>Ask interesting and relevant questions <b>(x curricular)</b></li> <li>Songs, singing games and rhymes<b>(M)</b></li> <li>Be able to explain that <i>beat is the life of the music</i> and is different from <i>rhythm</i> <b>(M)</b></li> <li>Be able to explain that <i>rhythm</i> is the <i>words or the tune</i><b>(M)</b></li> </ul>	<p align="center"><b>Expressive Arts and Design</b> <b>Exploring &amp; Using Media &amp; Materials   Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Explore and investigate the work of Andy Goldsworthy <b>(A)</b></li> <li>Create imaginative transient art with nature <b>(A)</b></li> <li>Observe the light, shadow, lines and tones when drawing stacked stones <b>(A)</b></li> <li>Design and make tasty soups made from vegetables grown in the school grounds <b>(DT)</b>. This will include: Tasting a range of existing vegetable soups Discussing healthy eating and safe preparation of vegetables Designing, making, tasting and evaluating their soups</li> </ul> <p><b>Can You Keep a Beat with Me?(M)</b> Singing games and rhymes for musicianship:</p> <ul style="list-style-type: none"> <li>Understand that <i>beat</i> is <i>the life of the music</i> and is different from <i>rhythm</i></li> <li>Understand that <i>rhythm</i> is <i>the words or the tune</i></li> <li>Play contrasting rhythms in sequences and understand how they relate to each other/ share the same beat</li> <li>Understand that a ta (crotchet) is one beat and a tete (quaver) is two sounds sharing a beat</li> <li>Be able to read tas and tetes and their associated rests on rhythm notation</li> <li>Keep a beat and move expressively to music Play percussion instruments with control</li> </ul>												
<p><b>Maths (Ma)</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction with up to 3-digit numbers</li> <li>Reasoning and problem solving to be included in the above areas</li> <li>Focus on mental maths and fluency</li> </ul>	<p><b>Points to consider when planning</b> Opportunities to include philosophy within lessons</p> <ul style="list-style-type: none"> <li>Volcanoes (Science) – group work, discussion of own ideas and those of others, learning to compromise, presenting ideas</li> <li>Peace (RE) – explore and discuss the meaning of peace, develop empathy by learning about others whose lives are devoid of peace</li> <li>Soup (DT) – how growing and making our own food helps our planet, explore the concept of food miles</li> <li>Fossils (Science) – learn about the contribution of women scientists</li> </ul>	<p><b>Trips and visit:</b> Natural History Museum</p>												