

<p style="text-align: center;">Mental and Physical Well Being (MPWB) Health & Self Care Moving & Handling Making Relationships Managing Feeling & Behaviour Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Indoor PE : Multiskills - To develop agility and a range of movement and skills incorporating co-ordination, agility, balance, changing direction, hand-eye focus and concentration (PE) Outdoor PE : Develop and build hand eye coordination in tennis (PE) Develop the language of feelings (PSHE) Be able to express feelings in different ways (PSHE) Recognise the impact of feelings on others (PSHE) Know how to use basic techniques to resist pressure (PSHE) Know about bullying, why it happens and the effects (PSHE) Think about how to deal with bullying and how to stop it happening (PSHE) Apply the Kilmorie Qualities to be the best that we can be (PSHE) Understand how to cook simple, healthy recipes and how healthy eating will impact positively on our future lives (S/DT) (Link UW) Manipulate a range of tools to cut, chop, slice and stir (DT) Manipulate natural forms and materials into shapes and patterns (A) Develop fine motor skills such as pencil grip by handling, stacking materials and mark making (x-curricular) Continue to ensure the use of controlled and precise handwriting (E) Keep a beat and move expressively to music (M) Music - Play percussion instruments with control (M) E-safety - Understand what personal information should be kept private (PSHE/C) Investigate the safe use of search engines (PSHE/C) 	<p style="text-align: center;">Year 3 Topic Planner Autumn 1</p> <p style="text-align: center;">Where's the Forest in Forest Hill?</p> <p>Topic description: We will looking at the history, present and future of the people, geography and environment of our local area.</p> <p style="text-align: center;">Big Question Why do we live in & around Forest Hill?</p> <p>Key questions we will consider in this topic are</p> <ul style="list-style-type: none"> How did we get here? Has it always been the same? Will we always be here? Local footprint... global impact! <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>Design and Technology (DT)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music <i>Can you keep a beat with me?</i> (M)</td> <td></td> </tr> <tr> <td>Physical Education (PE)</td> <td>Science (S)</td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE) Religious Education (RE)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	Geography (G)	Maths (Ma)	Music <i>Can you keep a beat with me?</i> (M)		Physical Education (PE)	Science (S)		<p style="text-align: center;">Understanding the World (UW) The World People and Communities Technology</p> <ul style="list-style-type: none"> Create nested hierarchies to describe location (G) Use maps, atlases, globes and computer mapping to locate particular countries to trace journeys of refugees into Lewisham (G) (C) (Link MPWB) Discover how people of Forest hill can help refugees through Action For Refugees In Lewisham, and collect household goods/food (AFRIL) (Link MPWB) Identify and describe the functions of different plants or flowering plants: roots, stem/trunk, leaves and flowers (Link A) (Link CL) Compare the effect of different factors on plant growth (Sc) Look for patterns in the structure of fruits (Sc) Investigate the way in which water is transported within plants (Sc) Using labelled diagrams to explore the part that flowers play in the life cycle of flowering plants (Sc) Creating and decomposing an animation of a poem using Scratch (C) (Link to English) Create 'Survey Monkey' to discover why their families live where they do and where they have come from (C) (Link EAD) To explore levers and linkages, tinker with and debug mechanisms through the TinyBop <i>Simple Machines</i> App to create a system that accomplishes a given goal (C) (Link EAD) To understand that Hinduism is an organised religion and it's links/similarities to other religions (RE) (Link MPWB) To understand that Hindus all believe in one God (RE) To revisit the story of Diwali (RE) Read and discuss a wide range of fiction and non-fiction (x-curricular) Use primary and secondary sources to study and ask questions (x-curricular)
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<p style="text-align: center;">English/ Literacy (Lit) Reading Writing</p> <ul style="list-style-type: none"> Identify the language, text level and layout features of poetry (E) (Link CL) Read and discuss a range of poetry by celebrating the diversity of British society including Benjamin Zephaniah's 'We Are Britain' and 'Where I'm From' by Melanie Poonai (E) (Link UW) Recognise some different forms of poetry e.g. free verse, narrative (E) Plan, write and edit poems expressing how their identity has been shaped by the people, geography and environment of our local area (E) (Link MPWB) (Link UW) Using drama to understand how to perform their poems audibly and fluently with appropriate tone and expression (E) (Link CL) Edit and improve own writing (E) Organise writing around a theme (E) Choose nouns and pronouns appropriately (E) Use apostrophes for possession and contraction (E) Use a range of punctuation independently and correctly (E) 	<p style="text-align: center;">Communication and Language (CL) Understanding Listening and Attention Speaking <i>The 4 strands of oracy are considered when planning CL</i></p> <ul style="list-style-type: none"> MFL – Colours, fruit, days of the week, months of the year, nativity MFL Speak in sentences using familiar vocabulary, phrases, basic language and language structures Observe and describe movements of others (PE) (Link EAD) Perform in class assembly (x curricular) To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects (x curricular) Ask interesting and relevant questions (x curricular) Songs, singing games and rhymes (M) Be able to explain that <i>beat</i> is <i>the life of the music</i> and is different from <i>rhythm</i> (M) Be able to explain that <i>rhythm</i> is the <i>words or the tune</i> (M) 	<p style="text-align: center;">Expressive Arts and Design (EAD) Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Rehearse and perform Christmas show (Link CL) Identify levers and linkages in everyday objects e.g. scissors and bicycles (DT) Explore levers and linkages through a range of kits such as Brio / Mechano (DT) Create a litter picker involving levers and linkages that is appealing to children (Link UW) Experiment with different ways of creating textural effects (A) Use line to create texture in a landscape drawing (A) Use collagraph technique to create a h printing block using reclaimed materials (to sell at Christmas Fair) (A) (Links to MPWB) Play contrasting rhythms in sequences and understand how they relate to each other/ share the same beat (M) Understand that a ta (crotchet) is one beat and a tete (quaver) is two sounds sharing a beat (M) Be able to read tas and tetes and their associated rests on rhythm notation (M) Keep a beat and move expressively to music (M) Play percussion instruments with control (M) 												
<p>Maths (Ma)</p> <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives 	<p>Points to consider when planning</p> <p>Opportunities to include philosophy within lessons</p> <ul style="list-style-type: none"> Volcanoes (Science) – group work, discussion of own ideas and those of others, learning to compromise, presenting ideas Peace (RE) – explore and discuss the meaning of peace, develop empathy by learning about others whose lives are devoid of peace Soup (DT) – how growing and making our own food helps our planet, explore the concept of food miles Fossils (Science) – learn about the contribution of women scientists 	<p>Trips and visit: Visit to <i>Maha Lakshmi Vidya Bhavan</i> Hindu Temple, One Tree Hill – combined with a walk around One Tree Hill to view remnants of the Great North Wood. Stall at Christmas Fair selling cards</p>												