



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
---------	------------	-------	-----------------	----------	--------------

Marvellous Me! The Americas

Year Group: Year 3

Teacher: Mrs Mistry and Tina

Autumn Term 1

English	Maths
<p>Making good predictions about texts</p> <p>Character role on the wall</p> <p>Drama performance</p> <p>Character thoughts and feelings</p> <p>Persuading techniques</p> <p>Using ambitious word choices</p> <p>Plan, write and edit a story</p> <p>SPAG:</p> <p>Adjectives and adverbs</p> <p>Full stops and capital letters</p> <p>Exclamation and question marks</p> <p>Simple tenses</p> <p>Conjunctions</p>	<p>Representing numbers</p> <p>Using number lines</p> <p>Partition numbers to 1,000</p> <p>Finding 1, 10, 100 more or less</p> <p>Comparing numbers</p> <p>Ordering numbers</p> <p>Counting in 50s</p> <p>Adding and subtracting across a barrier</p> <p>Adding and subtracting without exchange</p> <p>Adding and subtracting with exchange</p> <p>Adding and subtracting 2 and 3 digit numbers</p>

Topic: History and Geography	Science
<p style="text-align: center;">Geography – The Americas</p> <p>Can you come on a great American Road trip?</p> <p>To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.</p> <p>To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.</p> <p>To research some countries and cities in North and South America, and identify similarities and differences.</p> <p>To be able to name, locate and describe some of the main environmental regions of North and South America</p> <p>To research the historic Route 66 and some of the cities it went/goes through</p>	<p>Animals including humans (4)</p> <p>Identify the organs in the digestive system</p> <p>Describe the function of the main organs in the digestive system</p> <p>Identify the types of human teeth and their function.</p> <p>Investigate the effects of different liquids on the teeth</p> <p>Understand food chains</p> <p>Explore food webs</p>

To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation

RE	PSHE
<p>Unit L2.3 What is the 'Trinity' and why is it important to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>Beginning and Belonging (Year A)</p> <p>Helping The Classroom Feel A Safe Place</p> <ol style="list-style-type: none"> To contribute to helping the school feel like a place where everyone can learn safely and happily. <p>Building Relationships</p> <ol style="list-style-type: none"> To contribute to approaches and activities for building collaborative relationships within their class. <p>Coping With New Situations</p> <ol style="list-style-type: none"> To recognise the emotions involved in being in a new situation and learn coping strategies. To know how to help new people feel welcome in the class and in the school. To learn strategies to help if they are in a new situation or learning something new. <p>Sources Of Support</p> <ol style="list-style-type: none"> To identify different people in their support networks and how to ask them for help. To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations. <p>Processing The Learning</p> <ol style="list-style-type: none"> To understand what they have learned in this unit and be able to share it.

Expressive Arts	ICT
<p>Textiles</p> <p>Children will explore how shape and colour can be organised and combined to create patterns. Collect visual information and experiment with dip dye, collograph and plasticine relief blocks to make printed patterns. Comment on similarities and differences between their own and others' work. Adapt and improve their own work according to its purpose.</p>	<p>Creating Media - Stop Frame Animation</p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>Can a picture move? Frame by Frame What's the story? Picture Perfect Evaluate and make it great Lights, camera, action</p>

MFL French	Music
<p>Where is France? Capital city? Waters around it? Countries bordering it? Where else in the world is French spoken?</p> <ul style="list-style-type: none"> Vocab: classroom commands in French (look, listen, please sit down, etc) Simple greetings in French (Hello, what's your name? How are you? etc). 	<p>Pulse</p> <p>Sing and play confidently and fluently, maintaining a steady pulse.</p> <p>Follow and lead simple performance directions, demonstrating my understanding of pulse.</p> <p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.</p>

<p>Introducing questions, recapping terminology like "verbs" and "nouns".</p> <ul style="list-style-type: none"> • Numbers 1-20 • How to pronounce the French phonemes <i>oi</i> ("wah"), <i>qu</i> ("c") and <i>in</i> ("an"), as in the French numbers "trois", "quatre" and "cinq" 	<p>Maintain a part in a piece / rhythm game consisting of two or more parts.</p>
<p>PE</p>	<p>Enrichment Activities</p>
<p><u>Netball</u></p> <p>Step 1: To pass/ send a ball with increasing accuracy.</p> <p>Step 2: To move in front of passing lines to intercept the ball.</p> <p>Step 3: To demonstrate a correct chess pass technique.</p> <p>Step 4: To keep good control of the ball.</p> <p>Step 5: To move off the ball when attacking. •</p> <p>Step 6: Play in small sided games, employing simple tactics.</p> <p>Fitness and Fitness test</p>	<p>Heritage Weekend (Worthington)</p> <p>Halloween</p> <p>Remembrance Sunday</p> <p>St Andrew's Day</p> <p>Diwali</p> <p>Macmillan Coffee Morning</p> <p>Anti-Bullying Week</p>