



**Year Group: Year 3**

**Term: Autumn 18**

### School Theme

Science: Light, Plants and Animals including humans

### Essential Question

Could we survive a life in darkness?

### Authentic Outcome

Performance where children will demonstrate their learning of light and dark through dance, music and poetry.

### Trips, Experiences & Making Community Links

Possible Catalyst Museum – Light Fantastic Show

Walker art Gallery – Draw to Explore

Performance for parents

### Mini Outcomes

#### Mini Outcome 1: English – Performance Poetry:

Out from the darkness into the light

#### Mini Outcome 2: Art/D&T:

To design and make a lantern using colours that represent 'light'

#### Mini Outcome 3: ICT/PE:

To devise and make a workout/mindfulness video to bring happy and positive vibes

### RE Curriculum Topics & Additional Links

Homes  
Promises  
Visitors

### Immersive Environment

Room to be split into 2 halves LIGHT and DARK.

DARK: Walls covered in black paper. Black material draped from ceiling area. Black table with black sofa and dark cushions.

LIGHT: Walls brightly covered, including desert island background. Rainbow and other colourful items hanging from the ceiling. White table with bright seats.

### Technology

Using Purple Mash to teach computing

Use of iMovie and other video recording equipment to create a workout/mindfulness video

# Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p><b>1. Number sense and exploring calculation strategies (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• recognise the place value of each digit (tens, ones), compare and order numbers up to 100</li> <li>• find 10 more or less than a given number</li> <li>• read and write numbers up to 100 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>2. Place value (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations</li> <li>• find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• count from 0 in multiples of 50 and 100</li> </ul> <p><b>3. Graphs (1 week)</b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</li> </ul> <p><b>4. Addition and subtraction (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>5. Length and perimeter (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• measure the perimeter of simple 2-D shapes</li> <li>• continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using</li> </ul>	<p><b>Word Reading</b></p> <p>A) apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</p> <p>B) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension</b> <b>develop positive attitudes to reading and understanding of what they read by:</b></p> <p>C) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>D) reading books that are structured in different ways and reading for a range of purposes</p> <p>E) using dictionaries to check the meaning of words that they have read</p> <p>F) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>G) identifying themes and conventions in a wide range of books</p> <p>H) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I) discussing words and phrases that capture the reader’s interest and imagination</p> <p>J) recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>understand what they read, in books they can read independently, by:</b></p> <p>K) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>L) asking questions to improve their understanding of a text</p> <p>M) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>N) predicting what might happen from details stated and implied</p> <p>O) identifying main ideas drawn from more than one paragraph and summarising these</p> <p>P) identifying how language, structure, and presentation contribute to meaning</p> <p><b>Q) retrieve and record information from non-fiction</b></p> <p><b>R) participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></p> <p><b>Writing pieces (PC/MD):</b></p> <ul style="list-style-type: none"> <li>• <u>Adventure Story</u> – Escaping Darkness, trapped in a land of darkness</li> <li>• <u>Reports</u> – Human Body (Healthy Eating). Effects of light and dark on the body</li> <li>• <u>Performance Poetry/Song</u> – light/dark performance poem</li> <li>• <u>Instructions</u> – work out video for different moves</li> </ul> <p><b>Writing basic skills coverage:</b></p> <ul style="list-style-type: none"> <li>• I use knowledge of type, form, audience and purpose to structure my writing.</li> <li>• I have a clear beginning, middle and ending in my narrative writing.</li> <li>• I have a varied and rich vocabulary.</li> <li>• I use a range of sentence structures.</li> <li>• I use a range of appropriate subordinating conjunctions. e.g. although, as long as, whenever, while, in order that, then, though, since, unless</li> <li>• I use fronted adverbials to open sentences. e.g. quietly, suddenly, terrified, delighted, at last, yesterday</li> <li>• I use relative clauses with relative pronouns. e.g. who, which, where, that, when, whose</li> <li>• I use semi-colons/colons/dashes to mark boundaries between</li> </ul>	<p><b>Science</b></p> <p><b>Sc3/2.1 Plants</b></p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Sc3/2.2 Animals including humans</b></p> <p>Sc3/2.2a 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>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Sc3/4.1 Light</b></p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p><b>Maths Cross –curricular opportunities:</b></p> <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Graphs and presenting data</li> <li>• Length e.g. measuring shadows (cm)</li> <li>• Measuring</li> <li>• Investigate calories – average – problem solving – perfect breakfast/dinner/tea (+,-)</li> </ul> <p><b>DESIGN &amp; TECHNOLOGY</b></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>Autumn TOPIC 1</b> <b>DOMESTIC CHURCH– FAMILY: HOMES</b></p> <p><b>Learning Outcomes</b> <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The joys and sorrows of being a family at home – <b>Explore</b></li> <li>• God’s vision for every family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 2</b> <b>BAPTISM/CONFIRMATION – BELONGING: PROMISES</b></p> <p><b>Learning Outcomes</b> <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Belonging to a group involves promises and rules – <b>Explore</b></li> <li>• The meaning of the promises made at Baptism – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 3</b> <b>ADVENT/CHRISTMAS – LOVING: VISITORS</b></p> <p><b>Learning Outcomes</b> <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The demands and joys of visitors – <b>Explore</b></li> <li>• Advent: waiting for the coming of Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>	<p><b>Computing</b></p> <p>Unit 3.2 Online Safety (2 weeks)</p> <p>Unit 3.3 Spreadsheets (3 weeks)</p> <p>Unit 3.4 Touch typing (4 Weeks)</p> <p>Unit 3.8 Graphing (3 weeks)</p> <p><b>Geography</b></p> <p><b>Locational</b></p> <p>Locate countries – concentrating on their environmental regions, physical and human characteristics, compare with other countries etc.</p> <p>Countries including Africa/Asia</p> <p><b>Human and Physical Geography</b></p> <p>Human geography including types of settlement and distribution of natural resources (energy, food, minerals, water etc)</p> <p>Look at the position and significance of the country – countries and climates</p> <p><b>Music</b></p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing oral memory</p> <p><b>Art</b></p> <p>Pupils should be taught to:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques including, drawing, painting and sculpture with different materials</p> <p>About great artists, architects and designers in history (Piet Mondrian)</p> <p><b>Spanish Specialist Teacher</b></p> <p><b>P.S.H.E- Jigsaw programme</b></p>

	<p>independent clauses.</p> <ul style="list-style-type: none"><li>• I use devices to build cohesion within a paragraph. e.g. then, after that, this, firstly</li><li>• I use the correct verb tenses (and they agree with the subject).</li><li>• I use modal verbs. e.g. will, must, may, shall, ought to, might, should</li><li>• I use passive and active voice.</li><li>• I use expanded noun phrases to give information concisely.</li><li>• I use commas/hyphens to avoid ambiguity.</li><li>• I use brackets/dashes/commas to indicate parenthesis.</li><li>• I use colons to introduce a list.</li><li>• I use inverted commas to punctuate direct speech.</li></ul> <p><b>PC/MD:</b></p> <ul style="list-style-type: none"><li>• I have proof read my work for accuracy.</li><li>• I have used critique during the writing process.</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• ible/able</li><li>• fer</li><li>• tious/cious</li><li>• i before e</li><li>• cial/tial</li><li>• ough</li><li>• homophones 1 and 2</li></ul> <p><b>Handwriting</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• Choosing the writing implement that is best suited for a task</li><li>• I write legibly and fluently using cursive and I have progressed to using pen</li></ul>	<p><b>ART &amp; DESIGN</b></p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</li></ul>		
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