

<p align="center"><b>SCIENCE</b> <b>Rocks</b></p> <p><b>Unit 1: Earth rocks</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>SMSC</b> Work in mixed ability groups, showing respect for each other's attributes. Respect and appreciate the work carried out by scientists for our benefit.</p>	<p><b>P.E</b> <b>UNIT 1: Ball skills – passing and receiving</b> Children should learn:</p> <ul style="list-style-type: none"> <li>To consolidate and improve the quality of their skills</li> <li>To improve their ability to select and apply simple tactics</li> <li>To work co-operatively in small groups</li> </ul> <p>To recognise how a small game activity can be improved</p> <p><b>UNIT 1 - Who am I?</b> <b>The Language of Dance</b></p> <ul style="list-style-type: none"> <li>Improvise freely</li> <li>Develop different ways of travelling, jumping and turning and create dance phrases</li> <li>Perform the basic actions and dances clearly and fluently</li> <li>Work with a partner</li> </ul> <p>Observe themselves and others dancing</p> <p><b>UNIT 1 - Stretching, Curling and Arching</b></p> <ul style="list-style-type: none"> <li>To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes</li> <li>To receive and transfer body weight safely in different situations and create a sequence with a partner</li> <li>To identify how the overall performance of a sequence can be improved</li> <li>To adapt and transfer skills safely onto more complex apparatus at every stage of learning</li> </ul> <p><b>SMSC</b> Build time in lessons to reflect on the talent and creativity of others</p>	<p align="center"><b>R.E</b></p> <p><b>UNIT QUESTION How and why do Hindus celebrate Diwali?</b> This unit introduces children to the Hindu religion. It will develop knowledge of how and why Hindus celebrate Diwali, referring to the sacred text, the Ramayana.</p> <p><b>SMSC</b> Consider, with respect, the religious beliefs of both Hindus and Buddhists.</p> <p align="center"><b>PSHCE</b></p> <p><b>Being Me in My World</b> This unit will help children understand their own value and respect the rights of others, understanding what a community is. They will gain an insight into how their actions affect others</p> <p><b>SMSC</b> Consider, with respect, the rights of others and how our own actions affect others</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p><b>Drawing</b> Making different lines in pencil, looking how lines create effects. Using lines in observational drawings.</p> <p><b>Painting</b> Explore different types of paint and its effects. Investigate different brush strokes. Learn colour theory, completing colour wheels to identify primary, secondary and tertiary colours.</p> <p><b>Sculpting</b> Sculpt a pre-historic animal from soap or clay.</p> <p><b>Cross-curricular</b> Cave paintings: making own paint and brushes. Sketches of Stone Henge Antler headdresses Growth of Man sketches</p> <p><b>SMSC</b> Express feelings through a variety of art media. Using the environment as a source of inspiration.</p>	<p align="center"><b>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion)</b> How did Britain change from Stone Age, Bronze Age and Iron Age? How do we know about people who lived this long ago? How did settlements develop during this time? <i>Including houses, tools, food</i> Why were monuments significant? <i>'hengés'</i></p> <p><b>SMSC</b> Recognition of how life in the present has been influenced by people in the past.</p>
<p align="center"><b>ENGLISH:</b></p> <p><b>UNIT 1:</b> <b>Stories with familiar settings</b> Key Fiction text: Sand Wizards by Jon Blake <b>Writing outcome:</b> To write two descriptions of a beach setting which show contrasting moods and feelings. <b>Information texts</b> Key Non-fiction text: 'Your A to Z Holiday Guide', 'Which Holiday?' <b>Writing outcome:</b> To write an entry for an A to Z travel guide that gives the reader clear, useful, interesting information. <b>Stone Age Boy</b> Ask and answer questions about a text; use a thesaurus to find synonyms; use adverbials of time and place. <b>Writing outcome:</b> To write a letter in role as a character; postcard; alternative ending. <b>Grammar focus:</b> Adverbs and adverbials Inverted commas Headings and subheadings <b>Spelling focus:</b> <b>Handwriting:</b> Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Cross Curricular Work :</b> instructions for how to make soil</p> <p><b>Class book linked to unit: School According to Humprev/ Matilda</b></p> <p><b>SMSC</b> To show respect and appreciation when reading stories from a variety of cultures and traditions.</p>		<p align="center"><b>YEAR 3</b> <b>Autumn 1<sup>st</sup> Half</b></p> <p align="center"><b>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion)</b></p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>Multicultural week respect for beliefs and values of people in India</li> <li>Whole school assemblies</li> </ul>	<p align="center"><b>MATHEMATICS:</b></p> <p><b>UNIT 1</b> * recognise the place value of each digit in a three-digit number * read, write, compare and order numbers up to 1000 * solve number problems and practical problems involving these ideas practise solving varied addition and subtraction questions, add and subtract numbers mentally including a three-digit number and tens * make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p><b>UNIT 2</b> * recall and use multiplication and division facts for the 3 multiplication table * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * find 10 more or less than a given number * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * add fractions with the same denominator within one whole * solve problems that involve all of the above * measure, compare, add and subtract mass (kg/g)</p>	
<p align="center"><b>COMPUTING</b></p> <p><b>UNIT We are programmers – programming an animation</b></p> <p>Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>SMSC</b> Consider the consequence of misuse.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>Designing</b> Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, and pattern pieces <b>Making:</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>1. <b>Roundhouse structure- village build. (key event mini-study)</b> <b>Evaluating:</b> Investigate and evaluate a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in Design Technology have helped to shape the world.</p> <p><b>Technical Skills:</b></p> <ol style="list-style-type: none"> <li>Joining components together. Stitching skills, adding a drawing.</li> <li>Understand and apply the principals of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Food, preparation skills, cutting, chopping, peeling, grating. Healthy food plate.</li> <li>Understanding how to strengthen, stiffen and reinforce structures. Study key event of movement from shelters to huts, Stone Age to Bronze Age.</li> <li>Apply understanding of computing to program, control and monitor events.</li> </ol> <p><b>SMSC</b> Evaluate own achievements and recognise and value those of others</p>	<p align="center"><b>FRENCH:</b></p> <p align="center"><b>Familiarising ourselves with France</b></p> <p>Children will become familiar with the country they will be learning the language of; think about ways of life and aspects of geography. Where is France? How do you get there? What is its capital city? Make comparisons with London. Learn French greetings and classroom commands that are also to be used across other lessons wherever possible. Begin to answer class registers with simple greetings daily.</p> <p><b>SMSC</b> Appreciation of another culture</p>	<p align="center"><b>MUSIC</b></p> <p><b>Environment and Building – exploring composition and beat</b></p> <ul style="list-style-type: none"> <li>To select sounds to accompany a poem.</li> <li>To create a musical re-telling of a poem.</li> <li>To sing in 2 part harmony and with expression.</li> <li>To accompany a song with a melodic ostinato.</li> <li>To explore timbre to create a descriptive piece of music and accompany music.</li> <li>To learn about ternary form.</li> <li>To develop lyrics of a song.</li> <li>To combine chants and sound pictures in a class performance in rondo structure.</li> <li>To understand how music can be organised in sequences and layers.</li> <li>To use voices and actions to perform simple rhythms within a steady beat.</li> <li>To combine rhythms in layers.</li> <li>To make choices about musical structure.</li> </ul> <p><b>SMSC</b> Learning to compose and perform together. Promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.</p>	
<p><b>FOCUS WEEKS:</b> Multicultural week 16-20<sup>th</sup> October 2017</p>				