

<p align="center">SCIENCE</p> <p>Finish Rocks topic Animals, including humans Unit 2: Food and our bodies Pupils should be taught to: 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> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>SMSC 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>P.E Benchball coaching SMSC Build time in lessons to reflect on the talent and creativity of others</p>	<p align="center">R.E</p> <p>UNIT QUESTION How and why is Advent important to Christians? This unit explores Advent for Christians as a time of preparation, and the importance of Isaiah 9 in understanding Christian beliefs about Jesus and his birth. SMSC Consider, with respect, the religious beliefs of both Hindus and Buddhists.</p> <hr/> <p align="center">PSHCE</p> <p>Celebrating Differences This unit will help children to accept differences between families and understand that conflict sometimes happens within families. They will understand the importances of witnesses and that words can be hurtful SMSC Consider, with respect, the rights of others and how our own actions affect others</p>	<p align="center">ART AND DESIGN:</p> <p>Drawing Using lines in observational drawings. Painting 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. Cross-curricular Sketches of Stone Henge Antler headdresses SMSC Express feelings through a variety of art media. Using the environment as a source of inspiration.</p>	<p align="center">KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion) How did Britain changes 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? 'henges' SMSC Recognition of how life in the present has been influenced by people in the past</p>
<p align="center">ENGLISH:</p> <p>Playscripts Key Fiction text: A Tune of Lies by Lou Kuenzler Writing outcome: To write a new ending to the play, including some new ideas for action, stage directions and dialogue. Instruction texts Key Non-fiction text: 'How to make a One-String Guitar' Writing outcome: To write clear instructions about how to make a bottle band. Grammar focus: Adverbs of time Spelling focus: RWI Spelling Programme Handwriting: Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> 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 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]. <p>Cross Curricular Work Report writing, information leaflet, recount Class book linked to unit: SMSC To show respect and appreciation when reading stories from a variety of cultures and traditions</p>		<p align="center">YEAR 3 Autumn^{2nd} Half</p> <p>Changes in Britain from the Stone Age to the Iron Age up to AD 43 (Roman invasion)</p> <p>British values Assembly themes Appreciation of Christian practices – Christmas Understanding of moral values – lies Importance of staying healthy and ways to stay healthy Save the children – Christmas Jumper Day – others less fortunate than ourselves</p>	<p align="center">MATHEMATICS:</p> <p>UNIT 3 * add numbers mentally, including a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * recognise angles as a property of shape or a description of a turn * identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; *identify whether angles are greater than or less than a right angle UNIT 4 * recall and use multiplication and division facts for the 4 and 8 multiplication tables * 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 * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p>	
<p align="center">COMPUTING</p> <p>We are bug fixers – finding and correcting bugs in programs</p> <p>Design, write and debug programs that accomplish specific goals.</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 explain how some simple algorithms work and to detect and correct errors in algorithms and programs. SMSC Consider the consequence of misuse.</p>	<p align="center">DESIGN AND TECHNOLOGY:</p> <p>Designing 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 Making: 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> <ol style="list-style-type: none"> Roundhouse structure- village build. (key event mini-study) Evaluating: 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>Technical Skills:</p> <ol style="list-style-type: none"> Joining components together. Stitching skills, adding a drawing. 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. Understanding how to strengthen, stiffen and reinforce structures. Study key event of movement from shelters to huts, Stone Age to Bronze Age. Apply understanding of computing to program, control and monitor events. <p>SMSC Evaluate own achievements and recognise and value those of others</p>		<p align="center">FRENCH: Numbers 0-12 Classroom objects Christmas fun</p> <p>Children will learn to count from 0 – 12 and learn vocabulary for classroom objects. Children will enjoy and experience learning some Christmas vocabulary and songs. SMSC Appreciation of another culture</p>	<p align="center">MUSIC</p> <p>Sounds and Poetry – exploring sounds and performance</p> <ul style="list-style-type: none"> To learn how sounds are produced and how instruments are classified. To learn about aerophones. To understand musical conversation structure. To learn about idiophones. To develop an understanding of and create a call and response. To learn about chordophones. To enhance and extend the performance of a poem using vocal patterns. To create a piece of 'playground music' out of layered vocal patterns as part of a performance piece. To explore contrasting moods and effects as part of a performance. To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece. <p>SMSC Learning to compose and perform together. Promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.</p>
<p>FOCUS WEEKS: Staying Safe Week 13-17 November</p>				