

Year 3 - Autumn Term 2

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| <b>TOPIC</b>  | All Aboard the UK   |  | <b>Driver Subject(s)</b>   | Geography  |   |
| <b>Values(s)</b>  | <b>Responsibility</b>   |  |  |  |   |
| <b>Learning Links</b>   | <b>Past:</b> What did the UK landscape look like in the past?<br><b>Present:</b> What does the UK landscape look like now?<br>What are the main human and physical features of the UK?<br><b>Future:</b> How might the UK landscape change in the future? How will this impact our lives?   |  | <b>Global Themes</b>   | Citizenship<br>Environment   |   |
| <b>Opening Wow / Immersive Classroom</b>                            | Local Walk  |  | <b>End of Topic Showcase</b>   | British Afternoon Tea  |   |
| <b>Trips/Visitors</b>   | Local Walk  |  |  |  |   |
| <b>What do the children want to learn?</b>                          | How big is the UK in miles? Why is England connected to the other countries? Why isn't the whole of Ireland part of the UK?<br>How many towns are in the UK? What is the population of the UK? Why is England part of Europe? How many houses are in the UK?<br>How many streets are in the UK?   |  |  |  |   |
| <b>English Text</b><br>Inc. Genre/Text Type                         | <b>Humanities (Geography &amp; History)</b>   | <b>Creative (Art/DT/Music/Computing)</b>   | <b>Science</b>   | <b>RE/PSHCE/RSE</b>  | <b>French</b>   |
| <b>Non-Fiction Unit: Persuasive Advert (Come to Wellingborough)</b> | <p><u>GEOGRAPHY: All Aboard the UK Knowledge:</u></p> <p>I know the countries and regions of the UK.<br/>                     I know the 4 capital cities of the countries of the UK.<br/>                     I can name and locate the county I live in.<br/>                     I know about, name and locate some of the main islands that surround the United Kingdom.<br/>                     I can name the countries within the British Isles.<br/>                     I can find and name at least 6 cities in the UK on a map.<br/>                     I know about the settlements in the UK.<br/>                     I know about the counties of the UK.<br/>                     I know how land use patterns have changed over time.<br/>                     I know the difference between the British Isles, Great Britain and the United Kingdom.<br/>                     I can describe the human and physical features of the UK.<br/>                     I know the key topographical features found in the UK.<br/>                     I know some of the human and physical features of the East Midlands' region.</p> <p><u>Skills:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>                     Understand compasses, symbols and keys to build their knowledge of the United Kingdom and the wider world.<br/>                     Begin to use four figure grid references.</p> | <p><u>DT: Food Technology Knowledge:</u></p> <p>I can use my knowledge of a broad range of existing products to help me generate ideas.<br/>                     I can place the main stages of making in a systematic order.<br/>                     I can learn to follow hygiene procedures.<br/>                     I am beginning to understand the principles of a healthy and varied diet.<br/>                     I can begin to explain when, where and how some food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.<br/>                     I understand how to prepare and cook a savory dish safely and hygienically.<br/>                     I can explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide.<br/>                     I understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body.</p> <p><u>Skills:</u></p> <p>I can describe a design using accurately labelled diagrams.<br/>                     With help, I can create a simple step-by-step plan, choosing the right equipment and materials.<br/>                     With some confidence, I can carefully select from a range of tools and equipment.<br/>                     I can use a wider range of materials and components, including construction</p> | <p><u>Science: Animals Including Humans Knowledge:</u></p> <p>Know that animals need to eat because they do not make their own food as plants do.<br/>                     Understand and use the terms variable and value.<br/>                     Know that the digested food is used for energy, to help us grow and to repair the body.<br/>                     Know that different kinds of food are used for different things: protein for growth and repair, fat and carbohydrate for energy.</p> <p><u>Skills:</u></p> <p>Using research methods, identify the diets of a number of animals including birds<br/>                     Classify animals as omnivores, herbivores and carnivores.<br/>                     Develop a classification system for foods<br/>                     Investigate an owl pellet, making notes and observations.</p> | <p><u>RE: Has Christmas lost its true meaning? Knowledge:</u></p> <p>Revisit understanding of the Christmas story.<br/>                     Understand what Christians believe to be the true meaning of Christmas.<br/>                     Know what Christmas means to us as an individual.</p> <p><u>Skills:</u></p> <p>Reflect and evaluate upon what Christmas means to us as an individual and to Christians.<br/>                     Make comparisons between individual beliefs surrounding Christmas and the Christian belief.</p> <p><u>PSHCE: Healthy and Safer Lifestyles Knowledge:</u></p> <p>What does healthy eating and a balanced diet mean?<br/>                     What is an active lifestyle and how does it help me to be healthier?<br/>                     What is mental wellbeing and how is it affected by my physical health?<br/>                     How much sleep do I need and what happens if I don't have enough?<br/>                     How do nutrition and physical activity work together?<br/>                     How can I plan and prepare simple, healthy meals safely?<br/>                     How can I look after my teeth and why is it important?</p> | <p><u>French: Core Unit Two Listening</u></p> <p>I can understand some simple words and phrases.<br/>                     I can understand some simple instructions and follow them.<br/>                     I can identify phonemes, which are the same as, or different from, English phonemes.<br/>                     I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.<br/>                     I can recognise a question.<br/>                     I can understand simple questions and respond to them, e.g. by picking up an item.<br/>                     I can recognise negatives.<br/>                     I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.<br/>                     I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.<br/>                     I can recognise some basic French adjectives.</p> <p><u>Reading</u></p> <p>I can read and pronounce the most common letters and letter strings in French.<br/>                     I can read and pronounce familiar written words accurately, using my knowledge of French phonics.<br/>                     I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.<br/>                     I can recognise and understand some individual written words, and match them to pictures.<br/>                     I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.<br/>                     I can read a simple rhyme or poem, in chorus.<br/>                     I can recognise whether nouns are singular or plural.</p> <p><u>Speaking</u></p> <p>I can repeat simple words and phrases.</p> |

Maths, PSHCE, French and PE will run in conjunction with the National Curriculum expectations.

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|  | <p>Use world maps, atlases and globes to locate specific oceans and seas.</p> <p>Working in supported groups, use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. Begin to create a sketch map of their local area.</p> | <p>materials and kits, textiles, mechanical components and food ingredients.</p> <p>I can explore what materials/ingredients products are made from and suggest reasons for this.</p> <p>I can evaluate my product against the original design criteria.</p> <p>With support, I can prepare and cook a savory dish using a range of cooking techniques.</p> <p>With support, I can use a heat source to cook ingredients.</p> <p>I can use a range of techniques, such as mashing, whisking, crushing, grating, cutting, kneading and baking.</p> <p>I can prepare ingredients using appropriate cooking utensils.</p> <p>With support, I can measure and weigh ingredients to the nearest gram and millilitre.</p> <p>I can begin to independently follow a recipe.</p> <p><b>MUSIC:</b><br/>Charanga: Glockenspiel<br/>Unit: Exploring &amp; Developing</p> <p><b>Purple Mash Unit 3.4 Touch Typing</b><br/><b>3.5 Email</b></p> <p><b>PE: Dance</b><br/><b>Knowledge:</b><br/>I know how to modify actions independently using different pathways, directions and shapes.<br/>I can identify similarities and differences in sequences.</p> <p><b>Skills:</b><br/>Safely move and carry basic gym equipment such as mats and benches.<br/>Recognise 'like' actions and link them together.<br/>Perform simple gymnastic actions and shapes.<br/>Make their body tense, relaxed, stretched and curled.<br/>Create an active journey using different body parts.<br/>Value other's efforts when they perform; watch and listen.</p> |  | <p>Who is responsible for my lifestyle choices and how are these choices influenced?</p> <p><b>Skills:</b><br/>I can describe healthy choices that I make.<br/>I can lead a healthy lifestyle through physical activity.<br/>I can give examples of activities that develop strength, stamina and flexibility.<br/>I can sort foods into their groups on the Eatwell guide.<br/>I can create examples of daily menus which would give someone a good balance of different types of food.<br/>I can plan and prepare a simple healthy meal or snack.<br/>I can say how many hours of sleep I have had.<br/>I can look after my teeth.</p> | <p>I can join in with simple songs and rhymes.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can say that I don't understand, or ask for a question to be repeated.</p> <p>I can ask for help using polite language.</p> <p>I can ask and answer simple questions using short sentences.</p> <p>I can repeat some simple sentences from memory.</p> <p>I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.</p> <p>I can prepare and recite a few familiar sentences to my teacher.</p> <p>I can give a spoken response to a simple written question.</p> <p>I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>I can use some numbers, colours and simple describing words in spoken sentences.</p> <p>I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p> <p>I can talk about myself using some common verbs in the first-person singular form.</p> <p><b>Writing</b><br/>I can write short, simple responses to spoken language using familiar words.<br/>I can give a written response to a simple written question.<br/>I can write some familiar words from memory.<br/>I can write some singular nouns with the correct article.</p> |
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