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| **Year 3** | | | **A Journey of Endurance** | | | **Autumn 2** | |
| **ROOTS Link**: | Overcome Challenges | **Whole School Project**: | | - | **Ignites, Trips, Visits & Visitors**: | | Create a 3D shelter to protect a Lego figure from nature’s elements.  Experience the senses of the poles e.g. smells (fish), feel (ice).  Freezing and melting experiment. |
| **Vision**:  For this project, the children will develop their geographical understanding of the North and South poles. They will research the journeys of historical importance to these regions and learn about the challenges humans faced both visiting and surviving there. The children will compare similarities and differences between conditions they experience and the extreme conditions at the poles and apply their knowledge of the challenges faced there within their writing. They examine how animals have adapted to survive in such extreme conditions and compare the diets of humans and animals across different locations and times in history. The children will learn what a balanced, healthy diet consists of and research dietary requirements of animals before designing a bird feeder. A greater understanding of differing beliefs and values will be grown through their exploration of Christmas and considering how to celebrate differences between people. | | | | | | **Key Texts**:   * Last of the Polar Bears – Harry Horse. | |
| **History/ Geography** | | | | | | | |
| **NC Links** | | | **Knowledge** | | | **Skills** | |
| Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Describe physical features: climate zone, biomes.  Describe humans feature types of settlements and land use. | | | * To know there is a northern and southern hemisphere. * To know what the equator is. * To know what longitude and latitude mean. * To know that the Artic is the northern hemisphere pole and the Antarctic are a southern hemisphere. * To know what type of settlements and land use. * To compare how the seasons are different in the northern and southern hemisphere.   OL: Can I identify the northern and southern hemispheres and the equator?  OL: Can I explain how the seasons differ in the northern and southern hemispheres?  OL: Can I explain longitude and latitude?  OL: Can I explain seasonal weather to show an understanding of climate conditions?  OL: Can I compare features of the Arctic and Antarctic?  OL: Can I compare human land use in Antarctica and the Artic? | | | Use basic compass points (N, E, S, and W).  Explain how the environment influences on settlement and land use.  Use real photographs and different map types to draw on conclusions.  Use demographic data to understand how land is used.  Use seasonal weather tracking data to understand climate conditions. | |

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| **English** | | | | | |
| **Writing Focus**:  **Cold Write**:  **WAGOLL**:  **Innovate**:  **Hot Write**: | Letters.  Letter – Journey to Antarctica.  Letter – Journey to the Arctic (Grandfather to Child).  Letter – Journey to a tropical island (Child to Grandfather).  Letter – Journey into space. | | **Short Bursts**: | Persuasive Advert – Journey on the Unsinkable to the Arctic.  Setting Description – Shackleton waking up in/First experience of the Arctic. | |
| **Purpose:** | To inform and express feelings as character (inferred feelings/empathy). | | **Audience:** | Family member / fictional character from story who already know some details about the character. | |
| **NC Links** | | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write**:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme. * In narratives, creating settings, characters and plot * In non-narrative material, using simple. organisational devices [headings and sub-headings]   **Evaluate and edit**:   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | * Conjunctions can express time and cause. * An independent clause is a clause that can stand alone as a sentence. * A subordinate clause is a clause that cannot stand alone as a complete sentence because it does not express a complete thought. * A clause contains a subject and a verb. * Fronted adverbials (words and phrases) add information explaining where, when or how. * Expanded noun phrases use adjectives and prepositional phrases to add detail to a noun. * Paragraphs group related material. * Adverbs describe verbs explaining how things happen. * Prepositions tell you where or when something is. | | | Using a wider range of conjunctions.  Use conjunctions to express time and cause.  Use a colon before a list.  Use commas after fronted adverbials.  Use images and words to plan (boxing up/ story maps).  Compose and rehearse sentences orally. |

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| **Speaking & Listening** | | | |
| **Speaking & Listening** | | **Debating** | |
| Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | | Vary language between formal and informal according to the situation.  Engage in discussions, making relevant points. | |
| **Spelling & Phonics** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * The prefix mis- can mean badly, lacking or incorrect. * The prefix re- can mean again or backwards. * A syllable is a unit of pronunciation within a word. | | Apply the following spelling rules:   * Suffixes - * Prefixes mis- and re- * Words with the /i/ sound spelt ‘y’. * Words ending with the /g/ sound spelt ‘-gue’. * Words ending with the /k/ sound spelt ‘-que’.   Develop strategies for learning statutory words:   * Pyramid words * Identifying tricky part of the word * Trace, copy, replicate * Look, say, cover, write, check * Drawing around the word to show the shape * Drawing a mnemonic around a word |

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| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | * Use the diagonal and horizontal strokes that are needed to join letters using cursive style. * Increase the legibility, consistency and quality of their handwriting. | Use joined handwriting throughout their independent writing.  Write down what they want to say with increased fluency. |

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| **Design & Technology** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Design**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].  OL: Can I design and make a bird feeder suited to the needs of a bird’s diet? | **Scientific Enquiry**: Can I design and make a bird feeder suited to the needs of a bird’s diet?   * Research dietary requirements for garden birds. * Design a bird feeder to hold ingredients and allow access to birds. * Construct a bird feeder by selecting, cutting and joining from a range of materials.   **More Able**:   * Consider how the design could allow birds to feed from it without other animals taking the food. |

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| **Science** | | | | | |
| **Enquiry Questions**: | Does our class have a balanced weekly diet? | | **Focus:**  **Key Vocabulary**: | Nutrition  Diet, protein, carbohydrates, nutrients, fats, carnivore, herbivore. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| **Work scientifically by**:  Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out. | | * Humans need food, water, oxygen and shelter to survive. Plants make their own food by photosynthesis. * Food that humans eat can be divided into different groups: fruit and vegetables, carbohydrates, dairy, protein, fats.   OL: Can I identify what humans and other animals need to live?  OL: Can I group foods into the main food groups? **(Computing link: Branching)**  OL: Can I investigate the dietary choices of my class?  OL: Can I design and make a bird feeder suited to the needs of a bird’s diet? **(DT link)**  OL: Can I research which drinks have the highest sugar content?  OL: Can I plan a balanced meal? | | | * 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. * Gather, record, classify and present data in a variety of ways to help in answering questions. * Record findings using simple scientific language, drawings, labelled diagrams, keys, bar graphs and tables. * Explain links between high sugar content and health. |

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| **Music** | | | | | |
| **Termly Focus**:  **Musical Focus**: | Composition  Finlandia – Sibelius | | **Key Vocabulary**: | Beat, black notes, sharps, flats, ostinato, pitched percussion, pulse, unpitched percussion, white notes. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| Pupils should be taught to sing and play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Listen with attention to detail and recall sounds with increasing aural memory  To use and understand staff and other musical notations  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To develop an understanding of the history of music. | | Identify musical instruments from their appearance and from their sounds when listening and watching a performed piece of music.  Describe different groups of instruments within an orchestra.  Listen to and understand that there are different ‘genres’ of singing e.g classical, opera, pop, jazz, rap and that our music ‘popular culture’ has changed over time.  Know the process of production, practice, performance, and recording. Giving an insight into the music industry.  OL: Can I explain what musical vocabulary means?  OL: Can I research the history behind a piece of music?  OL: Can I identify different instruments (from listening and then watching a performance)?  OL: Can I describe changes within a piece of music?  OL: Can I perform using body percussion?  OL: Can I note and perform bars of music?  OL: Can I create a pulse and ostinato?  OL: Can I rehearse and perform in an ensemble? | | | Listen and reflect on a piece of orchestral music.  Create rhythmic ostinatos and structure them into a piece.  Write a simple song.  Perform as an ensemble.  Begin to learn simple staff notation.  Learn musical language appropriate to the task. |

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| **Computing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Purple Mash Unit 3.1**: Coding  **Programs**: 2Code (External: Hour of Code)  To design and write a program that simulates a physical system.  To relate the x and y properties to the grid underlying the design.  To understand what a variable is in programming.  Understand what debugging means and know how to test and edit lines of code. | Combine a timer in a program with selection.  Introduce selection in programming using the ‘if’ command.  Design and write a program that simulates a physical system.  Create a program using the repeat command.  Debug simple programs. |

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| **RE** | | | | | |
| **Termly Focus**:  **Religion Focus**: | Christmas  Christianity | | **Key Question**:  **Key Content**: | Has Christianity lost its true meaning?  Incarnation | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.  To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. | | Pupils should be taught to:  • Listen and respond appropriately to adults and their peers.  • Ask relevant questions to extend their understanding and build vocabulary and knowledge.  • Articulate and justify answers, arguments and opinions  • Give well-structured descriptions and explanations  • Participate actively in collaborative conversations  • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | | Explain what the nativity story tells Christians about Jesus (given to the world by God).  Describe some different ways Christmas is celebrated by Christians and non-Christians.  Explain that Christians believe Jesus was God in human form.  Explain why Christians believe God gave Jesus to the world.  Explain what Christmas means to Christians. |

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| **PSHE** | |
| **Knowledge** | **Skills** |
| **Focus: Celebrating Difference**   * Understand that everybody’s family is different and important to them. * Understand that differences and conflicts sometimes happen among family members. * Know what it means to be a witness to bullying. * Know that witnesses can make the situation better or worse by what they do. * Recognise that some words are used in hurtful ways. * Describe a time when my words affected someone’s feelings and what the consequences were. | Appreciate my family and the people who care for me.  Know how to calm myself down and can use appropriate strategies.  Know ways of helping to make someone who is bullied feel better.  Solve problems in bullying situations with others.  Know how to avoid using hurtful words.  Give and receive compliments and know how this feels. |

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| **PE** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  Perform dances using a range of movement patterns.  Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Indoor Focus**: Dance (Solar Systems)   * Accents emphasise a particular movement. * Pair work can involve action and reaction. * Canon actions happen one after another. * Unison actions happen at the same time. * Level is where in a space (low, medium, high). * Mirroring is reflecting a partners’ movement.   OL: Can I perform short routines showing shapes, contrasting dynamics and levels including travel?  OL: Can I explore spiky star shapes using different body parts and level. Explore travelling in a straight pathway and introduce meet and part.?  OL: Can I practice star shapes (including exploding, sinking and fading) and develop pathways?  OL: Can I develop lead and follow pathways and introduce the idea of Saturn?  OL: Can I practice and refine all the sections of a dance, and learn the final, group part of the dance?  OL: Can I practice and refine a dance performance?  **Outdoor Focus**: Athletics: field events, shotput, javelin and discus (Frisbee).  OL: Can I jump for distance (standing broad jump) and throw overarm?  OL: Can I link jumps for distance and use a pushing (putting) throwing action?  OL: Can I jump for height and perform a slinging (discus) throw?  OL: Can I jump for distance (single leap 1 to 2 feet) and throw for accuracy?  OL: Can I jump for distance (linking 3 jumps) and throw for distance with accuracy? | Perform movements used in the dance that communicates the solar system idea in a clear pathway  Perform a pair/group dance using the compositional principles of unison, meet and part.  Perform a pair/group dance using the compositional principles of canon and observe and evaluate movements describing the contrasting dynamics.  Work as a team to create the final piece of the dance.  Practise personal performance in jumping and throwing.  Practise, measure and compare personal performance in running, jumping and throwing. |