

## Science Animals, including humans

Children will 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. They will identify that humans and some animals have skeletons and muscles for support, protection and movement.

### Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them. They will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Children will identify differences, similarities or changes related to simple scientific ideas and processes.

## Geography Predators (climate zones, biomes).

Children will locate the world's countries, using maps to focus on Europe (inc. Russia) and North and South America, concentrating on their environmental regions, key physical features and human characteristics, countries and major cities. They will develop knowledge and understanding of key aspects of **physical geography** including: biomes. Children will locate countries and describing features studied using maps. Atlases, globes, digital/computer mapping. They will develop **place knowledge**, understanding similarities and differences through studying: the physical and human geography of a region within North or South America.

## Computing – Computer Science

Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. They will solve problems by decomposing them into smaller parts. Children will sequence, select, and use repetition in programs. They will work with variables and various forms of input and output.

## AUTUMN 2 - 2016 Year 3



## English

### Limericks

Children will write their own Limerick, focussing on rhyming.

### Instructions

Children will explore the features of instructions and what makes successful instructions. They will then write their own.

### Non-Chronological Reports

Children will explore the features of a non-chronological report before writing their own, linked to their Topic learning.

## French

### L'école des singes

Children will understand and pronounce numbers 1–10 and classroom commands. They will respond to commands. Children will recognise simple questions and know how to respond. They will be aware of the spelling of numbers 1–10 and other familiar words. Children will recognise how some sounds are represented in written form. Children will join in with whole class responses. They will begin to write simple words or phrases.

## Art

### Georges Seurat - Investigating pattern

Children will create sketch books to record their observations and use them to review and revisit ideas. They will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Children will learn about the history of Georges Seurat.

## PSHE & Citizenship Feelings and Relationships

Children will talk about and demonstrate ways in which they care for themselves and others. They will recognise and express positive things about themselves and others.

Children will name their special people and describe what they do to make each other happy, sad, cross etc.

They will understand that friendship patterns change and have developed some strategies for making a sustained friendship.

Children will understand what bullying is, and be able to recognise examples of bullying behaviour.

They will have developed some strategies for dealing with bullies, including telling effectively.

They will have developed confidence and assertiveness skills in dealing with their peers. Children will be able to recognise and express a range of feelings and examples of what makes them feel like that.

They will understand about anger and what makes them feel angry; develop some coping strategies to deal with it.

Children will describe what they are good at and how it can help a group to perform a task. They will know the range of jobs and work roles carried out by people they know, and discuss. Children will record information about current interests and choices they will have to make in the future.

## Religious Education Christianity and Islam

Children will learn about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.

They will explore the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers. Children will develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions. Children will learn about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers. Children will learn how religious festivals are related to key figures, events and stories and how these are observed.

## Physical Education Games

Creative Games Making Unit

Children will use running, jumping, throwing and catching in isolation and in combination.

## Maths

### Exploring, understanding and applying the number system

Children will compare and order numbers up to 1000. They will read and write numbers up to 1000 in numerals and in words. Children will find 10 or 100 more or less than a given number. Children will compare and order unit fractions and fractions with the same denominators. Children will recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

## Music

Children will learn a song for the Christmas Concert as a class choir. Children will sing with an awareness of musical dimensions. Children will perform for an audience with skill and confidence.

## Bringing Learning to Life

### Design and Technology

As part of our Science topic we will be making our own healthy meals. We will learn about the nutrients needed to keep us healthy and how to keep our muscles and skeletons strong.

### Geography

As part of our Geography unit, we will be completing some field work. We will be doing map work to support our learning.