

Autumn Term Planning Year 3



Why did the Mayan Empire grow when so much of the land they lived in was mountain/jungle?

Prior Learning/ Context	Geography	History	Art	Design Technology
		<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements (explorers: Neil Armstrong, Christopher Columbus and Edmund Hillary). events beyond living memory that are significant changes within living memory. <p>Nationally or globally (GFOL)</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products (wonder) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture (sewing) about the work of a range of artists, craft makers and designers, describing the Local artists (Lowry) <p>differences and similarities between different practices and disciplines, and making (Lowry)</p>	<ul style="list-style-type: none"> Dinosaur cars (wheels and axles unit) use the basic principles of a healthy and varied diet to prepare dishes understand where food comes (smoothies) build structures, exploring how they can be made stronger, stiffer and more stable (made houses and boats from toast) explore and use mechanisms wheels and axles dinosaur toys
New Learning inc NC aims and objectives	<p>We will be investigating mountainous/jungle regions in comparison to the terrain of Britain</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places both terrestrial and marine defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>We will compare the British history to the Mayan civilization</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 	<p>We will be using clay to produce a range of Mayan sculptural art</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in sculpture evaluate and analyse creative works using the language of art, craft and design 	<p>We will be creating a chocolate box using a variety of materials</p> <ul style="list-style-type: none"> build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others
Key Vocabulary	South America International date line Equator Northern hemisphere Latitude Longitude Southern hemisphere America Vegetation Atlas Comparison Climate zone North America	Stelae Maize God Priest Warrior Hieroglyphic Maize Monument Temple	Ceramics, kneading, design, create, evaluate, pottery, scoring, slab, slip, glaze, firing, kin.	Mass production Packaging Impact Design Net Evaluate Plastic Materials Stanley knives Draw Hinge Cut Junk modelling Prototype modification
Prior Learning/ Context	Computing	MFL	PSHCE	Music
	<ul style="list-style-type: none"> understand what algorithms are create and debug simple programs (scratch) use technology purposefully to create, organise, store, manipulate and retrieve digital content (using word) use technology safely (Seesaw) <p>where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<ul style="list-style-type: none"> Basic greetings (my name is...) 	<p>Following current news topics through Picture News and Philosophy for children.</p> <p>Covering the British Values of:</p>	<p>Pervious units cover the Charanga lesson sequence where children learn notes, singing and playing instruments such as glockenspiel, keyboard and recorder.</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

New Learning inc NC aims and objectives	Supported by Mr Southern, the children will create their own game which they will work on to debug <ul style="list-style-type: none">can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problemsdesign, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Supported by OBA French teacher, we will work on writing French language as well as speech <ul style="list-style-type: none">understand and respond to spoken and written language from a variety of authentic sourcescan write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	Following the Picture News to lead class discussions based around current news and incorporating British Values of: <ul style="list-style-type: none">democracy;the rule of law;individual liberty;mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	We will study a musical instrument through the Sound start program., <ul style="list-style-type: none">to create and compose music on their own and with others, have the opportunity to learn a musical instrumentimprovise and compose music for a range of purposes using the inter-related dimensions of music
Key Vocabulary	Debug, control, stimulation, algorithms, sprites, sequence, selection, repetition, loops, variables, inputs, output,	French Greetings Introduce myself	Democracy Community multi-faith beliefs tolerance Respect Liberty Law Voice Equality Responsibility Freedom Pride acceptance	Dynamics, pitch, beat, pulse, rhythm, scale, sharp, slur, staccato, forte, crotchet, quavers, timbre
	English (Order of units may change based upon Teacher Assessment)			
Prior Learning/ Context	Descriptive writing - GREAT KAPOK TREE Previously taught in years 2 covering descriptions of characters.	Sense Poetry - CHOCOLATE LINK No prior learning.	Mystery Stories Different types of stories taught in Y2.	Letter writing - Letter to Mayan No prior learning
New Learning inc NC aims and objectives	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">Use further prefixes and suffixes and understand how to add them (English Appendix 1).Spell further homophones.Spell words that are often misspelt (English Appendix 1).Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].Use the first two or three letters of a word to check its spelling in a dictionary.Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting Pupils should 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>Plan their writing by:</p> <ul style="list-style-type: none">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. <p>Draft and write by:</p> <ul style="list-style-type: none">Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).Organising paragraphs around a theme.In narratives, creating settings, characters and plot.In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">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. <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">Use further prefixes and suffixes and understand how to add them (English Appendix 1).Spell further homophones.Spell words that are often misspelt (English Appendix 1).Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].Use the first two or three letters of a word to check its spelling in a dictionary.Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting Pupils should 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; 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	<p>using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none">Using the present perfect form of verbs in contrast to the past tense.Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.Using conjunctions, adverbs and prepositions to express time and cause.Using fronted adverbials.Learning the grammar for years 3 in English Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns.Using and punctuating direct speech.Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural 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and appropriately when discussing their writing and reading.</p>
Key Vocabulary	Senses, Similes, Metaphors, Description, fronted adverbials, adjectives, powerful verbs, planning, editing	Rhyming couplets, rhyme, timing, senses, alliteration, similes, planning, editing	Suspense, tension, apostrophes, direct speech, commas, conjunctions, fronted adverbials, paragraphs, planning, editing, mystery, setting, characters.	Layout, conjunctions, fronted adverbials, pronouns and nouns, planning, editing
	Science			
Prior Learning/ Context	Animals Including Humans		Light	
	Year 1 <ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Year 2 <ul style="list-style-type: none">notice that animals, including humans, have offspring which grow into adultsfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		Year 1 <ul style="list-style-type: none">identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	
New Learning inc NC aims and objectives	<ul style="list-style-type: none">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 eatidentify that humans and some other animals have skeletons and muscles for support, protection and movement		<ul style="list-style-type: none">recognise that they need light in order to see things and that dark is the absence of lightnotice that light is reflected from surfacesrecognise that light from the sun can be dangerous and that there are ways to protect their eyesrecognise that shadows are formed when the light from a light source is blocked by an opaque objectfind patterns in the way that the size of shadows change	
Key Vocabulary	nutrition nutrients carbohydrates protein fats fibre water vitamins minerals skeleton bones joints endoskeleton exoskeleton hydrostatic skeleton vertebrate invertebrate contract relax muscles ball joint socket joint hinge joint gliding joint		light see dark reflect surface natural star Sun Moon Shadow blocked solid artificial torch candle lamp sunlight dangerous protect eyes	

	Maths		
	We follow the Singapore Maths Curriculum, all information including prior learning and key vocabulary is in the planning		
	Religious Education		
Prior Learning/ Context	Christianity Year 2 Christianity - God Year 2 Key Question (to be used all year): How do we respond to the things that really matter? Focus Question (for this investigation): Does how we treat the world matter? * retell (simply) the <i>Genesis</i> 1 story of creation * suggest why Christians might think it is import * suggest ways that Christians might express their concern for the natural world * describe how and why Christians might thank God for creation at Harvest festivals * identify ways in which humans use (and abuse) the natural world * about why our planet should matter to all humans – and how this should influence our behaviour * reflect on their own use of the world's resources * ask questions about what they can do to show that they care about the world	Islam Year 2 Islam Year 2 Key Question (to be used all year): How should we respond to the things that really matter? Focus Question (for this investigation): Why do Muslims believe it is important to obey God? • suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God know that submission to God is an important aspect of Islamic life • identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat suggest how making time for the five daily prayers is an act of submission • talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) identify ways in which humans show their gratitude • talk about the things they do on a regular basis as a sign of their commitment and belonging reflect on who they should be grateful to and how they show this	
New Learning inc aims and objectives	Key Question: Where can people find guidance on how to live their lives? Religion: Christianity: God Christianity and God Focus Question (for this investigation): Why is it sometimes difficult to do the right thing? <ul style="list-style-type: none">Describe Christian beliefs about sin and forgivenessDescribe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed GodSuggest different ways that this story might be understood by ChristiansDescribe and explain how and why Christians might use the Lord’s PrayerAnalyse and interpret the Lord’s Prayer – and what guidance it provides for ChristiansSuggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations.Consider the different ways that myth and stories are and usedExplain how a ‘truth’ might be contained within a story.Consider how they decide what is ‘true’ – and how there might be different types of truth Discuss and debate things that they consider to be true that others might disagree with	Key Question: Where can people find guidance on how to live their lives? Religion: Christianity: Islam Focus Question (for this investigation): Should religious teachings affect our laws today? <ul style="list-style-type: none">Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT)Suggest meanings for a range of living religious traditions eg, <i>Guru Granth Sahib</i>, Wudu before handling the Qur’an. (B&V LRT)Describe the impact of religion on people’s in terms of beliefs, values and personal meaning. (LRT)Apply their ideas to their own and other peoples' lives simply. (B&V)Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)	
Key Vocabulary	Belief, forgiveness, sins, guidance, temptations, truths, empathy, understanding, agree, disagree,	Sacred, sources, traditions, beliefs, values, meaning, empathetic, questions, views, faiths, differences,	
	Physical Education		
Prior Learning/ Context	Previous units on Football during KS1/	Dance - previously taught in KS1.	Hockey
New Learning inc NC aims and objectives	A unit on Football. <ul style="list-style-type: none">develop competence to excel in a broad range of physical activitiesare physically active for sustained periods of timeengage in competitive sports and activitieslead healthy, active lives.use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for	A unit on Dance. <ul style="list-style-type: none">develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]perform dances using a range of movement patterns	A unit on Hockey. <ul style="list-style-type: none">develop competence to excel in a broad range of physical activitiesare physically active for sustained periods of timeengage in competitive sports and activitieslead healthy, active lives.use running, jumping, throwing and catching in isolation and in combination

	<p>example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Key Vocabulary	Goal, football, pitch, penalty, match , draw, kick, strike, tackle, defend	Words to describe body actions and body parts, Stimulus, levels, e.g. high, medium, low, pathways, e.g. curved, zigzag, Words to describe moods, ideas and feelings, e.g. happy, angry, calm, excited, sad, lonely, Words to describe health and fitness e.g. tired, hot sweaty, heart rate warm up, cool down, actions, dynamics, space and relationships, formations, Partner, copy, follow lead, Unison, canon, repeat, structure, motif, gesture.	Dangerous play. Play that could cause injury, dribble, flick, obstruction, push, scoop, time wasting.

	Enrichment					
Subject/Focus	Link of Mayan civilisation to the production and creation of chocolate.	HPAN - Arts		PE		
Opportunity	Cadbury World/ Mayan visiting workshop	Children will display their writing and arts whole school work at Shopping City Children will sing at the Community Centre as part of a Christmas performance. KS2 children perform a Singing Concert	Community Centre	See School Games timetable for the competitions entered		