

English

Quality text – The Disgusting sandwich, by Gareth Edwards
Narrative
Diary
Character description
Non-fiction:
Instructions

Maths

- Place value
- Addition and subtraction
- Mental arithmetic
- Multiplication
- Division

Science:

(Animals including humans, Biology, Chemistry)

*I can identify that humans have bones for support, protection and movement.

*I can set up a simple practical enquiry. I can communicate my results.

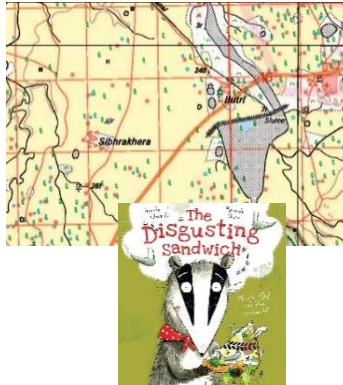
*I can identify that humans have muscles for support, protection and movement.

*I can identify that some other animals have bones for support, protection and movement.

*I understand that animals, including humans, need the right type of nutrition.



Year 3 Autumn 1



British and Gospel Values:

Compassion	Democracy
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Wow experience:

Theatre Company

Geography:

Marvellous Maps



- I can learn to understand different types of maps
- I can understand compass directions
- I can use and understand 4 and 6 grid reference numbers
- I can use the orienteering map
- I can make a map based on what I have learnt.
- I can make a leaflet of what we have learnt.

Art:

Da Vinci & Mona Lisa- Colour

A unit of work inspired by Leonardo Da Vinci. Children begin the unit by exploring colour mixing through making colour wheels and exploring different types of brushes/techniques.

Music

Let your spirit fly

A unit of work focused on one song, an R&B song, 'Let Your Sprit Fly'. The children will study the dimensions of music (pulse, rhythm, pitch) singing and playing instruments.

Composer: Wagner

PE:

Dodgeball

R.E:

What do Christians learn from the Creation Story?

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

Computing:

Digital Citizenship

Online Safety

- **I can use technology safely and respectfully and responsibly**
- I can explain what is meant by the term 'identity'
- I can explain how I can represent myself in different ways online
- I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media)
- I can describe ways people who have similar likes and interests can get together online
- I can give examples of technology specific forms of communication (e.g. **emojis, acronyms, text speak**)
- I can explain some risks of communicating online with others I don't know well
- I can explain why I should be careful who I trust online and what information I can trust them with
- I can explain how my and other people's feelings can be hurt by what is said or written online.
- I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried
- I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life
- I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'
- I can search for information about myself online
- I can recognise I need to be careful before I share anything about others or myself online
- I know who I should ask if I am not sure if I should put something online
- I can explain what bullying is and can describe how people may bully others
- I can describe rules about how to behave online and how I follow them
- I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)

