**I am part of my community**

**Environment/Global Learning/Local Community**

Week 1: RE Week

13th September: Roald Dahl Day

21st September: International Day of Peace

October: Black History Month

25th October: Diwali

**Passion for Learning:**

**Launch:** Local Visitor

**Re-launch:** Visit to Knaresborough Castle Museum

**Landing:** Black History Month Activities

**Key Drivers and Values: Resourcefulness and Relationships**

**Enquiry/Bloom’s Taxonomy:**

**Pre Skills**

**Remember and recall**

**Explain and understand**

**Use and apply**

**Analyse and distinguish**

**Justify and adapt**

**Evaluate, speculate and hypothesise**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Topic/Unit Titles****National Curriculum Objectives** | **Week 1 –** ***R.E. Week*** | **Week 2 –** ***LAUNCH*** | **Week 3 –**  | **Week 4 –** ***RE- LAUNCH*** | **Week 5 –**  | **Week 6 –**  | **Week 7 –** ***LANDING*** |
| **English**  | RE Texts:**What Is God? by Etan Boritzer****(Epic Books)** | High Quality Text: Castles by Colin Thompson | High Quality Text: Weslandia by Paul Fleischmann |
| **Collect Week*** To use visual literacy techniques.
* To read and discuss a book.
* To discuss opinions of a book.
* To create a senses map.

**Connect Week*** To use expanded noun phrases.
* To create similes
* To use alliteration
* To use a and an correctly.

**Create Week**Text Type: Descriptive writing of a castle.**Plan** writing by discussing and recording ideas.**Draft and Write** using paragraphs, including grammatical devices introduced in Connect Week.**Evaluate and Edit** by proof-reading for spelling and punctuation, and suggesting improvements to their own and their peers’ writing.**Publish** their work for others to read. | **Collect Week*** To predict key events in a story.
* To discuss new vocabulary used by the author.
* To discuss opinions about a book.
* To write a character description.

**Connect Week*** To analyse a travel brochure.
* To use descriptive language to persuade.
* To use varied sentence types to persuade.

**Create Week**Text Type: Travel Brochure.**Plan** writing by discussing and recording ideas.**Draft and Write** including grammar introduced in Connect Week,**Evaluate and Edit** by proof-reading for spelling and punctuation, and suggesting improvements to their own and their peers’ writing.**Publish** their work for others to read. |
| **Whole Class Reading****READING DOMAINS: VOCABULARY, INFERENCE, PREDICTION, EXPLANATION, RETRIEVAL, SEQUENCING AND SUMMARISING (VIPERS)** |  | **Theme: Fairy Tales**Rumpelstiltskin (fiction)The Unicorn (non-fiction)**Key Domain:** Retrieval | **Theme: Realistic Fiction**The Twelfth Floor Kids by Ruth SymesIt’s Not Fair… That I’m Little by Bel Mooney**Key Domain:** Inference  | **Theme: Biography**Queen Victoria Biography**Key Domain:** Explanation | **Theme: Information Text**It’s War by Margaret Stillie and Richard Hegarty (information text)**Key Domains:** Retrieval and Prediction | **Theme: Poetry**Bed In Summer by Robert Louis StevensonListen by Tony Langham**Key Domains**Inference and Summarising | **Theme: Author Study: Anne Fine**The Gingerbread Star Bill’s New Frock**Key Domains:**Prediction and Inference |
| **Spelling Rule****PURPLE MASH SPELLING SCHEME** |  | Homophones and Near Homophones | Homophones and Near Homophones | Words with the /ei/ sound spelt ei, eigh or ey. | Statutory Spellings from the Year 3 and 4 Word List | Words with a /sh/ sound spelt ‘ch’. | Consolidation |
| **Maths** | **Place Value****-**Represent Numbers and Partition numbers to 100 (Year 2 revision)-Use a number line to 100 (Year 2 revision)-Count in hundreds.-Represent and Partition numbers to 1,000.-Flexible partitioning of numbers to 1,000-Find hundreds, tens and ones in a 3 digit number.-Find 1,10 or 100 more/less-Use a number line to 1,000.-Compare and order numbers to 1,000.-Count in 50s. | **Addition and Subtraction**-Apply number bonds within 10 (Year 2 revision)- Add and subtract 1s from a 3-digit number.- Add and subtract 10s from a 3-digit number.- Add and subtract 100s from a 3-digit number.- Add and subtract 1s across a 10 (regrouping and exchanging).-Add and subtract 10s across a 100 (regrouping and exchanging).- Add and subtract numbers using the column method (no exchange).- Add and subtract numbers with an exchange using the column method (across 10 and 100).- Add 2-digit and 3-digit numbers.- Subtract a 2-digit number from a 3-digit number.-Complements to 100.- Estimating Answers- Finding the Inverse |
| **P.S.H.E.****JIGSAW: BEING ME IN MY WORLD** | **Getting to Know Each Other**-I recognise my worth and can identify positive things about myself.-I can set personal goals-I value myself and know how to make someone else feel welcomed and valued.**CELEBRATE:** Help others to feel welcome. | **Our Nightmare School**-I can face new challenges positively, make responsible choices and ask for help when I need it.-I recognise how it feels to be happy, sad and scared, and can identify these emotions in others.**CELEBRATE:**Try to make our community a better place. | **Our Dream School**-I understand why rules are needed and how they relate to rights and responsibilities.-I know how to make others feel valued.**CELEBRATE:**Think about everyone’s right to learn. | **Rewards and Consequences**-I understand that my actions affect myself and others and I care about others’ feelings.-I understand that my behaviour brings rewards/consequences.**CELEBRATE:**Care about other people’s feelings. | **Our Learning Charter**-I can make responsible choices and take action.-I can work cooperatively in a group.**CELEBRATE:**Work well with others | **Owning Our Learning Charter**-I understand my actions affect others and try to see things from their points of view.-I am choosing to follow the Learning Charter.**CELEBRATE:**Choose to follow the Learning Charter. |  |
| **R.E.****COMMUNITY AND BELONGING: WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?** | **Describe some of the ways in which Christians, Hindus and Muslims describe God.****Ask questions and suggest some of our own responses to ideas about God.****Suggest why having a faith or belief in something can be hard.****Identify how and say why it makes a difference in people life to believe in God.****Identify some similarities and differences between ideas about what God is like in different religions.** |  |
| **Science****ANIMALS INCLUDING HUMANS**-Pupils should be taught to 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.-Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |  | **Nutrition****-I can sort foods into food groups and find out about the nutrients that different foods provide.** | **Food Labels**-**I can explore the nutritional values of different foods by gathering information from food labels. (Investigation)** | **Skeletons****-I can sort animal skeletons into groups, discussing patterns and similarities and differences.** | **Human Skeletons****-I can investigate an idea about how the human skeleton supports movement (Investigation)** | **Muscles****-I canexplain how bones and muscles work together to create movement, recording my findings.** | **Investigating****-I can design and carry out my own investigation.****(Investigation)** |
| **History****LOCAL HISTORY STUDY: KNARESBOROUGH CATLE** |  | **Chronology****-I can understand and explain the chronology of Knaresborough Castle.** | **Castles****-I can describe the features of a Norman Castle.****-I can explain what makes a castle a castle.** | **Knaresborough Castle (Geography links)****-I can explain why a castle was built in Knaresborough.****-I can use maps to find physical features.** | **Significant Figures** **-I can research about the lives of King John and Queen Philippa.****-I can explain why these figures are significant to Knaresborough.** | **The End of Knaresborough Castle****-I can explain why Knaresborough Castle was destroyed in the English Civil War.** |  |
| **Geography****LOCAL GEOGRAPHY STUDY: LAND USE** |  | **Land Use****-I can use maps and digital mapping to analyse my local area.****-I can describe the land use in my local area.****-Using maps, I can compare local urban and rural areas.** |  | **Agriculture****-I can explain how farming is important to our local area.** |  |  |
| **DT****FOOD TECHNOLOGY: EATING SEASONALLY** |  |  |  **Where in the World?****-I know that climate affects food growth.** | **British Seasonal Foods****-I understand the advantages of eating seasonal foods grown in the UK.** |  | **Rainbow Food****-I can create a recipe that is healthy and nutritious using seasonal vegetables.** | **Making Tarts****-I can safely follow a recipe when cooking.** |
| **ART****EXPLORE AND DRAW****Drawing and Sketchbooks*** To use a range of materials creatively to design and make products.
* 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, line, shape, form and space.
* To know about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.
 |  | **Introduce explorers and collectors.****-To understand that artists find inspiration for artwork from their environment.****Artist Study: Andy Goldsworthy.** | **Explore and Collect****-To explore my environment and collect things that inspire me.** | **Drawing in Sketchbooks****-To explore different drawing exercises to record the things you have collected.** | **Materials and Mark Making****-To use a range of materials to create lots of varied mark making drawings of natural objects around me.** | **Reflect, Share and Discuss****-To display the work made through the half term and reflect on the outcomes.** |
| **French** | **I can learn the key vowel sounds and words.** | **I can learn basic greetings and how to give my name.** | **I can understand and recall orally the numbers 1-12** | **I can practise all new phonics sounds.** | **I can ask someone how old they are, and give my own age.** | **I can learn classroom instructions.** | **I can learn new phonics sounds – er, ez, et, é** |
| **Music****CHARANGA: DISCO, 2-PART SONG, GLOCKENSPIEL**  | **Listen and Appraise: To begin to recognise styles, find the pulse, recognise instruments, discuss other dimensions of music.****Musical Games: Continue to internalise, understand, feel and know how the dimensions of music work together. Understand and identify pulse, rhythm, pitch, tempo and dynamics. Explore the link between sound and symbol.****Play: Continue to play a classroom instrument (glockenspiel) in a group.** **Improvisation and Composition: Continue to explore and create own responses, melodies and rhythms.** **Perform and Share: Perform, understand and explore how music is created, produced and communicated. Discuss, respect and improve work together.** |
| **Computing****DIGITAL LITERACY AND COMPUTER SCIENCE** |  | **Online Safety:*** **I know what makes a safe password, how to keep passwords safe, and the consequences of giving my passwords away.**
* **I can consider if what is being read on a website is true. I can think about why these sites might exist.**
* **I can learn about the meaning of age restriction symbols on digital media and devices.**
* **I know where to turn for help if I see inappropriate content or have inappropriate contact from others.**
 | **Coding (Revision of Year 2):****-I can explain what coding is.****-I can explain what events, objects and actions do in a program.****-I can explain that an algorithm is a set of instructions.****-I can describe algorithms that I create.****-I can plan an algorithm and program that includes collision detection.****-I can create a computer program that incudes different object types and buttons.****-I can use timers and the repeat command.** |
| **Physical Education****TAG RUGBY** | * **I can evade and tag opponents while keeping control of the rugby ball.**
* **I can pass the ball accurately and receive the ball safely, including whilst on the move and in a game situation.**
* **I can apply learnt skills in a game of tag rugby.**
* **I understand the importance of warming up and cooling down.**
 |

**Spelling Words for Assessment:**

**Year 3 and 4 Common Exception Words**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 2 (Homophones and Near Homophones)** | **Week 3 (Homophones and Near Homophones)** | **Week 4 (/ei/ sound spelt ei, eigh or ey** | **Week 5 (Common Exception Words)** | **Week 6 (/sh/ sound spelt ch)** | **Week 7** |
| herehearknotnotmailmaleballbawlgroangrown | meatmeetberryburypeacepiecebreakbrakesawsore | eighttheyobeyveinweighneighboureighthneighbeigesleigh | eightarrivebreathcirclefruitguardheightoftenpopulareighth | chefchaletmachinebrochurechuteparachutemoustachequichechaufferchandelier | Consolidation |

**Year 3 Book Club:**