**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**

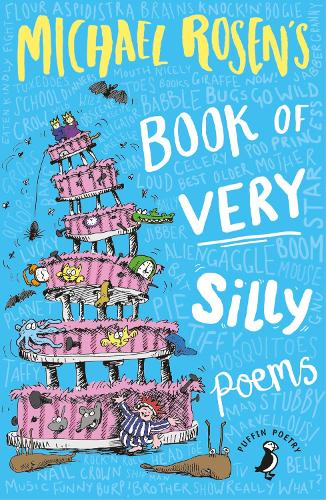
**Evaluate, speculate and hypothesise**

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| **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 Symes  It’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 Stevenson  Listen 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**

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| **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** |
| here  hear  knot  not  mail  male  ball  bawl  groan  grown | meat  meet  berry  bury  peace  piece  break  brake  saw  sore | eight  they  obey  vein  weigh  neighbour  eighth  neigh  beige  sleigh | eight  arrive  breath  circle  fruit  guard  height  often  popular  eighth | chef  chalet  machine  brochure  chute  parachute  moustache  quiche  chauffer  chandelier | Consolidation |

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