

<u>Year Three Term 1</u> <u>Europe-A Holiday Destination</u>	
English	Reading for Enjoyment
	<p><u>MAIN TEXT: The Tiger Who Came to Tea</u> Unit 2: Shape Poems/Calligrams •patterns in their art •shape poems linked to items in the story</p> <p>Unit 1: Stories in a Familiar Setting Re-tell the story changing the characters, emphasis on showing not telling emotions. The Tiger Who Came to Tea</p> <p>NON-FICTION Unit 1: Reports Biography-Jesse Owens</p>
Mathematics	<ul style="list-style-type: none"> • Place value • Place value and mental calculation • 2D shape/ Length incl. perimeter • Statistics/ Mental calculation • Assessment week • Written addition
Science	<p><u>Rocks</u></p> <ul style="list-style-type: none"> •Can they compare and group together different rocks on the basis of their appearance and simple physical properties? •Can they describe and explain how different rocks can be useful to us? •Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? •Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? •Can they recognise that soils are made from rocks and organic matter? <p>Challenging</p> <ul style="list-style-type: none"> •Can they classify igneous and sedimentary rocks? •Can they begin to relate the properties of rocks with their uses?
History	No history
Geography	<p><u>A Holiday Destination</u> Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they identify key features of a locality by using a map? •Can they begin to use 4 figure grid references? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they make accurate measurement of distances within 100Km? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is? •Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how people's lives vary due to weather? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they name a number of countries in the Northern Hemisphere? •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Are they aware of different weather in different parts of the world, especially Europe? <p>Challenging</p> <ul style="list-style-type: none"> •Can they name the two largest seas around Europe?
Computing	<p><u>Presentation</u> (Active Inspire) Create a presentation that moves from slide to slide and is aimed at a specific audience.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.(own plans)</p>
Religious Education	<p><u>How do Jews celebrate their beliefs at home and in the synagogue?</u> How and why do Jews celebrate Rosh Hashanah? Why and how do Jews celebrate Sukkot? What do many Jews do each day to express their beliefs? What special objects would you see outside and inside a Jewish home?</p>

	<p>Why do Jews celebrate Shabbat, and how? What does the Torah mean for Jewish people? How do Jews express beliefs in a Synagogue?</p>
Physical Education	<p><u>Games -netwall</u> Health and fitness •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? Acquiring and developing skills •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? Net/wall tennis •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? Evaluating and improving •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved?</p> <p>Gymnastics</p>
Art and Design	<p><u>Can we change places?-sculpture</u> Drawing •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture? Sketch books •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books? 3D/ Textiles •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? Use of IT •Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p>
Design and technology	No design & technology
Music	<p><u>Exploring descriptive sounds</u> Peforming •Can they play clear notes on instruments? Composing •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? Appraising •Can they improve their work; explaining how it has improved? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? Challenge •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?</p>
French	<p>Listening and responding •Do they understand simple classroom commands? •Do they understand short statements? •Do they understand simple questions? •Do they understand clearly spoken speech? May need a lot of help, e.g. gesture and repetition. Speaking •Can they answer with a single word? •Can they answer with a short phrase? Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues. Reading and responding •Can they read and understand a single word? Presented in clear script in familiar context. May need visual cues. Writing •Can they copy a single word correctly? •Can they label items? •Can they choose the right words to complete a phrase? •Can they choose the right words to complete a short sentence?</p>
PSHE	E-safety

	<p><u>Jigsaw-Being Me in My World</u></p> <p>Special and safe Can they help others to feel welcome?</p> <p>My class Can they try to make our school community a better place?</p> <p>Rights and responsibilities Can they think about everyone's right to learn?</p> <p>Rewards and feeling proud Care about other people's feelings?</p> <p>Consequences Can they work well with others?</p> <p>Owning our learning charter Can they choose to follow the learning charter?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Black History –Jesse Owen • Visitors- from Europe/ RE focus • Educational visit –City Airport • Tate Modern