Year 3 — Autumn — Half Term 1

Feeding Our Planet

Christian Values:

Friendship

Description: We begin the year being immersed in our geographical learning around food and farming, both in the UK and abroad. This then leads perfectly into our English focus of using different sources to research farming across the seasons and create an informative booklet of how farming changes throughout the year. Our science topic of nutrition will fit into our focus of farming and Harvest.

English:

- We will research how farms change throughout our four seasons of spring, summer, autumn and winter. We will then plan, write and re-draft a nonfiction text about farming life over four seasons.
- We will focus grammatically on co-ordinating conjunctions and on using what we already know about adding detail to our writing with expanding noun phrases by the addition of modifying adjectives.

Guided Reading Focus:

- Read a diverse range of texts exploring life on farms.

Texts

- A Year on Adam's Farm
- Food and Fairtrade
- The Sheep Pig
- The Windmill Farmer (Visual Narrative)
- A selection of poems related to food and farming

Spelling Patterns:

- adding -er and -est to a root word
- Homophones: there, their, they're, here, hear, won, one, to, too, two

Year 3 words:

- address
- answer
- appear
- arrive
- believe
- breath
- breathe
- caught
- certain
- circle
- describe
- different
- difficult
- earth
- eight
- weight
- eighth
- enough
- famous
- favourite

Maths: Place Value and Addition

Place Value

- We will count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- We will recognise the place value of each digit in a three digit number (hundreds, tens and ones)
- We will count compare and order numbers up to 1000
- We will recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- We will identify, represent and estimate numbers using different representations
- We will read and write numbers up to 1000 in numerals and in words
- We will solve number and practical problems involving these ideas

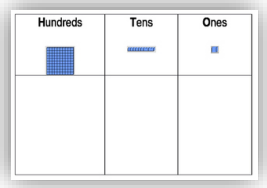
Addition

- We will add numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds
- We will add numbers with up to three digits, using formal and written methods of columnar addition
- We will estimate the answer to a calculation and use inverse operations to check answers
- We will solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

Vocabulary

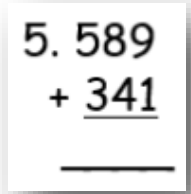
Place Value

- place value
- thousands
- hundreds
- tens
- ones
- estimate
- more than
- less than



Addition

- add
- plus
- increase
- sum of
- total
- altogether



Science: Animals Including Humans

Substantive Knowledge

- We will 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
- We will identify that humans and some animals have skeletons and muscles for support, protection and movement.
- We will compare and contrast the diets of different animals and decide ways of grouping them according to what they eat.
- We will research different food groups and how they keep us healthy and design meals based on what we have found out.

Disciplinary Knowledge (Working scientifically):

- We will work scientifically by identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.
- We will record using a table
- We will use scientific evidence to answer questions.
- We will set up a comparative test.
- We will record data in a table.
- We will identify and set up the correct type of enquiry to answer a question.

Vocabulary

movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, nutrients, balanced diet, protein, carbohydrate, dairy, fat, oil, energy, portion, vitamin, mineral, carnivore, herbivore, omnivore, calories, skeleton, vertebrate, invertebrate, backbone, muscles, spine, classification, exoskeleton, support, protection, movement, brain, heart, lungs, ribcage, vertebra, bones, joints, levers, flexible, flexibility, fibres, contract, relax, shorten, lengthen, bicep, tricep, forearm, femur, investigate, measure, results, reliable, measure, conclusion

RE: Creation

Substantive Knowledge

- We will be exploring what Christians learn form the Creation story
- We will learn that God, the Creator cares for the creation, including human beings.
- We will understand that the Bible shows that God *wants* to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).

Disciplinary Knowledge

- The connections, theories, similarities and differences we can apply to our thinking when discussing Christianity and world views and the impact these have on people's lives.

Vocabulary

God, Christianity, Bible, creation story, creator, Genesis, Adam, Eve, perspective, temptation, forgiveness

Music:

- We will use the term 'metre' to describe groupings of 2 beats (duple metre).
- We will identify, read and write the rhythmic elements ta (crotchet), te te (paired quavers), sh (crotchet rest) and ta-a (minim).
- We will use a growing musical vocabulary to discuss the impact of the music and the composer's ideas and choices.

Vocabulary

Steady beat, metre, bar, bar line, duple, pitch, stave, line, space, skip, step, rhythm, dynamics, tempo, ostinato

Geography: Farming

Substantive Knowledge

- We will explore farming in the UK and compare the different types of farming.
- We will identify how farm land is used across the UK.
- We will explore where our food comes from and look at food miles.
- We will understand the importance of fair trade.
- We will look at locally grown food and the seasonality of our fruit and vegetables.
- We will understand the global issue of food waste and look at ways we can help to reduce food waste.
- We will visit Goodwood House Farm and understand how the farm changes over the different seasons. This links with our English outcome.

Disciplinary Knowledge

- We will understand similarities and differences between farming in the UK to farming in America.
- We will locate world countries using world map (fair trade)
- We will use UK maps for topography (land-use).
- We will identify position of the Equator.

Vocabulary

Great Britain, livestock, arable, pastoral, agriculture, crops, harvest sown, pesticides, irrigation, sheared, maintenance, haystack, silage, combine harvester, churns, market, fair trade, seasonality, organic, rural, landfill, transportation, land use, sowing, manuring, weeding, seed preparation, season, valley, weather, soil, vegetation

Computing: Connecting Computers

Substantive Knowledge

- We will explain how digital devices function.
- We will identify input and output devices.
- We will recognise how digital devices help us to work.
- We will explain how a computer network can be used to share information.
- We will explore how digital devices can be connected.
- We will recognise the physical components of a network.

Disciplinary Knowledge

- Children will use their knowledge to simulate the functioning of a network.

Vocabulary

digital devices, network, network devices, routers, Worldwide Web, website, content ownership, legal , connected, output devices, input, output, process, tables, Wi-Fi, smartphones, users, systems, functionality, network infrastructure

PSHE: Me and My Relationships

Substantive Knowledge

- We will identify ways of helping others to resolve arguments or disputes.
- We will understand that these feelings are normal and a way of dealing with the situation.
- We will demonstrate how working together in a collaborative manner can help everyone to achieve success.
- We will suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- We will learn the importance of accepting the views of others and understand that we don't always agree with each other.
- We will identify lots of ideas about what we do to be a good friend and create different ideas for how we make up with a friend if we've fallen out.

Disciplinary Knowledge

- Apply learning to real-life situations, both inside and outside of school to enhance personal and social well-being.

Vocabulary

disputes, arguments, feelings, situations, collaboration, cooperation, strategies, rules, laws, consequences, respect, co-operate, collaborate, share, feelings, appropriate, differences, uniqueness

French:

Substantive Knowledge

- We will understand that French phonemes can sound different to their English counterparts
- We will know a few French words have an identical spelling to their English translation.
- We will understand French nouns are either feminine or masculine.
- We will understand some adjectives change spelling to match feminine nouns.
- We will know some final letters of French words are silent.

Disciplinary Knowledge

- We will listen attentively to spoken language.
- We will show understanding by joining in and responding.
- We will explore the patterns and sounds of language through songs and rhymes.
- We will link the spelling, sound and meaning of words.
- We will speak with increasing accuracy, we will ask and answer questions, we will engage in conversations and we will express my opinion.
- We will speak in sentences, using familiar vocabulary and phrases.
- We will read carefully, showing understanding of familiar words and phrases.
- We will describe people orally and describe people in writing.

Vocabulary

Bonjour, salut, au revoir.
Comment t'appelles-tu?
Je m'appelle… Oui / non. Miam / beurk!
Rouge, orange, jaune, vert, bleu, violet, brun, marron, noir, blanc.
Numbers 0 -20
S'il vous plait, merci.
Ça va bien, comme çi comme ça, ça va mal.
lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.
Où habites-tu ? J'habite à…
Quel âge as-tu ? J'ai six/sept ans.
Il y a du soleil, il pleut, il neige, il y a du vent, il fait froid, il fait chaud.
Il/ elle est sympa, timide, drôle, petit, grand.

J'ai un(e) and Je voudrais un(e) … + pet vocabulary.

Art:

Substantive Knowledge

- We will develop our understanding of artistic expression with a particular focus on colour.
- We will build upon our knowledge of primary and secondary colours and colour mixing.

Disciplinary Knowledge

- We will use our sketchbooks to collect, express and record visual information and from works of our chosen artist.
- We will experiment with paint using different consistencies, colours and brushstrokes to create artist studies to enhance our understanding of texture, depth and perspective.
- We will develop our ability to work in different scales.

Vocabulary

texture, depth, perspective, primary colours (red, blue, yellow), secondary colours (purple, orange, green), composition, experimentation, vibrancy, realistic, artistic expression, layering

Physical Education:

Substantive Knowledge:

- We will know which type of passing technique to use depending on the distance I am sending the ball.
- We will know we must pass within 4 seconds of receiving the ball.
- We will know how to stand in a good position to receive a ball.
- We will know how to track an opponent.
- We will know that we need to pass in my front of our teammates so they can run on to the ball.
- We will understand the importance of quick passing and varying our passes.
- We will know the correct technique for shooting.
- We will understand the rules which apply to attackers and defenders when shooting.
- We will know the football rule.
- We will understand how to support the player in possession to ensure safe passes are made.

Vocabulary

position, passing, teammates, rebounds, chest pass, shoulder pass, bounce pass, rules, roles, shooting, technique, scoop, opponent, dodge, avoid, attacking, defending, accuracy, target, receive, pressure, communicate, effectively, commit, defender, attacker, pace, commit

Disciplinary Knowledge:

- We will send a netball accurately in a variety of ways and pass under pressure.
- We will pass a netball to by pass a defender by passing quickly, or using feinting or 'giving the eyes'
- We will defend individually and/or as part of a team.
- We will attack by being fluid in our positioning, using the width and passing quickly.
- We will get free from opponents by feinting.
- We will shoot using good technique.
- We will position ourselves to make rebounds from the post.