

Year Three - Topic Planner - Autumn Term



Footprints through Time - Change

Project Synopsis:

Children will explore their rights and responsibilities in school, learning about their school environment and the local area. They will then apply this to the past and future, considering how people's expectations influence their needs and wants and how these changes are dependent on time and circumstances. This will be explored through the historical periods of Stone, Bronze and Iron Age.

Project Aims:

By the end of the project, children will be able to describe and explain significant changes in their local area and changes that have occurred in early history. The children will explore how these changes have impacted on their lives today. They will be able to discuss the footprints they have already left and recognise the importance of the ones they leave in the future.

How?

Trips and Visitors:

This half term we hope to visit Portsdown Hill to extend Geography field work skills. After half term we will be visiting St John's Church to further explore Christian concepts. Furthermore, children will visit Butser farm to learn more about Stone Age life.

Opportunities to share children's work:

- Dance Day- Stone Age
- Explorer's Logs- Geography
- Christingle

National Curriculum Coverage and Key Skills

ENGLISH:

Time Allowance (6 hours 40 mins per week, Totalling 93 hours and 20 mins hours)

Milestone Focus:

This term we will be focusing on a range of genres including; narrative, note taking, letters, poetry and reports. The children will be developing their reading skills through a range of comprehension activities. The focus for writing will be ensuring that children extend their sentence structures to engage the reader. Children will also be focusing on spelling patterns and rules to apply in their learning.

MATHS:

Time Allowance (5 hours 25 mins per week, Totalling 75 hours and 50 mins)

Milestone Focus:

This term children will be securing their knowledge in number and place value working with three digit numbers. They will be taught formal and written methods across the four operations and will be able to apply this in a range of problem solving situations. They will then be revising and consolidating their knowledge of fractions. Children will be broadening their knowledge of the properties of 2D and 3D shapes. We will also be interpreting and presenting data using bar charts and pictograms.

SCIENCE:

Time Allowance (2 hours per week, Totalling 28 hours)

Helping Plants Grow Well /Light and Shadow

NC Links: 1a, 1b, 1c, 1d, 4a, 4b, 4c, 4d, 4e

Key Milestones:

- SC1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- SC2 Explore the requirements of plants for life and growth
- SC3 Identify how requirements vary from plant to plant
- SC4 Investigate the way in which water is transported within plants
- SC5 Explore the part that flowers play in the life cycle
- SC6 Recognise that they need light in order to see things and that dark is the absence of light
- SC7 Notice that light is reflected from surfaces
- SC8 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- SC9 Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- SC10 Find patterns in the way that the sizes of shadows change.
- SC11 Begin to raise their own questions about the world around them.
- SC12 Begin to make some decisions about which types of enquiry will be the best way of answering questions.
- SC13 Plan how to carry out a simple investigation.
- SC14 Decide what to observe and how long to collect observations.
- SC15 Record measurements on simple tables
- SC16 Begin to help decide which variables to keep the same and which to change.
- SC17 Measure accurately using equipment with which they are familiar
- SC18 Begin to collect data in a variety of ways, including labelled diagrams, bar charts and tables.
- SC19 Record findings using simple scientific vocabulary
- SC20 Begin to communicate findings using simple scientific language.
- SC21 Begin to draw simple conclusions based on the results of my enquiry.

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UNICEF ARTICLE

Article 29 – The purpose of education is to develop every child's personality, talents and mental and physical abilities.

PSHE:

Time Allowance (30 mins per week, Totalling 7 hours)
Settling in / Responsibilities

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high expectations and goals
- To understand that everyone has human rights. All people, societies and children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

HISTORY / GEOGRAPHY:

Time Allowance (1 hour per week, Totalling 14 hours)
Stone Age through to Iron Age / Local Area Study (Our School)
NC Links:

Key Milestones:

- H1 - Use dates to place events, artefacts and historical figures on a timeline
- H2 - Use historical terms and dates to describe events - BC, AD, Century, Decade
- H3 - Suggest sources of evidence from a selection provided to help answer questions
- H4 - Describe the features of the period studied e.g. clothes, beliefs, homes, attitudes.
- H5 - Describe similarities and differences between people, events and objects over time.
- H6 - In addition to subject related vocabulary - century, decade, BC, AD
- G1 - Name and locate countries, cities and main geographical regions of the UK
- G2 - Describe the key human & physical features locations of the local area e.g. topography, land use patterns
- G3 - Understand how land use changes over time
- G4 - Describe and understand key aspects of physical geography including key topographical features (inc hills, G - mountains) and land patterns
- G5 - Learn the eight points of a compass, and four-figure grid references
- G6 - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans

ART AND DESIGN:

Time Allowance (30 mins per week, Totalling 7 hours)
Drawing and Printing
NC Links: 1a, 1b

Key Milestones:

- A1 - Review what they and others have done and identify what they might change in their current work or develop in their future work
- A2 - Explore ideas and collect visual information in a sketchbook
- A3 - Annotate work in sketchbook
- A4 - Design and make own print block based on patterns from another time, using string and card.
- A5 - Be able to make a clean print.
- A6 - Be able to print a simple repeated pattern
- A7 - Print using two colours
- A8 - Be able to adapt and improve designs and prints
- A9 - Experiment with different grades of pencil and other implements to create forms and shapes
- A10 - Experiment with different grades of pencil and other implements to create marks and lines of different size, thickness and shape
- A11 - Sketch lightly to reduce the need to use a rubber
- A12 - Experiment ways with which surface detail can be added to drawings

DESIGN AND TECHNOLOGY:

Time Allowance (30 mins per week, Totalling 7 hours)
Textiles

NC Links: 1a, 1b, 2a, 2b, 3b

Key Milestones:

- DT1 - Generate ideas and plans, considering users and purposes for which they are designing
- DT2 - Think of ideas and plan what to do next based on what they know about materials and components
- DT3 - Use labelled sketches to communicate details of designs
- DT4 - Identify success in work as it progresses
- DT5 - Identify what might change in existing work or develop in future work
- DT6 - Use scissors precisely when cutting out around a template
- DT7 - I can join textiles using simple stitches (running / back stitch)
- DT8 - Understand the need for a seam allowance
- DT9 - Apply decoration using techniques such as beads, buttons, feathers, cords and plaits
- DT10 - Make a textile product that has a good finish

RELIGIOUS EDUCATION:

Time Allowance (1 hour per week, Totalling 14 hours)
Concept of Creation (Creation) / Concept of Specialness (Christmas, symbols and figures – Mary, Jesus)

NC Links: 1a-e, 2a-e, 5b, Christianity – 1a, 1b, 2a, 2b

Key Milestones:

- REL1 - COMMUNICATE: Pupils can describe in simple terms/describe their own response to concepts
- RE2 - APPLY: Pupils can identify simple examples/describe examples of how their responses are or can be applied to their own lives and the lives of others
- RE3 - ENQUIRE: Pupils can describe in simple terms and identify and talk about/describe concepts that are common to many religions and used in the study of religions
- RE4 - CONTEXTUALISE: Pupils can describe in simple terms/describe ways in which these concepts are expressed in the context of the practices of the religions studied
- RE5 - EVALUATE: Pupils can describe in simple terms/describe the value of concepts to believers and identify and describe an issue raised
- RE6 - Re-tell religious stories and identify religious beliefs and teachings

LANGUAGES (Planned on discrete planners):

Time Allowance (30 mins per week, Totalling 7 hours)

Je parle francais

NC Links: 1a, 1b, 1c, 1d, 1f

Key Milestones:

- MF11 - Understand a few familiar spoken words and phrases, e.g. teaches instructions, colours, days of the week, numbers
- MF12 - Say and/or repeat a few words and short simple phrases – e.g. what the weather is like, classroom objects
- MF13 - Know how to pronounce some single letter sounds.
- MF14 - Imitate correct pronunciation with some success
- MF15 - Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes labels on familiar object the date
- MF16 - Use visual clues to help with reading
- MF17 - Write or copy simple words and/or symbols correctly – e.g., personal information such as age, numbers, colours, objects
- MF18 - Understand and respect that there are people and places in the world around me that are different to where I live and play
- MF19 - Understand that some people speak a different language to my own

PHYSICAL EDUCATION (Planned on discrete planners):

Time Allowance (2 hours and 15 mins per week, Totalling 31 hours and 30 mins)

House Games / Gymnastics (Stretching and Curling) / Passing and Receiving / Dance (creation)

NC Links: 1a, 1b, 1c, 1d, 1f

Key Milestones:

- PE1 - Identify research traditions between cultures when regarding a general sequence accurately
- PE2 - Compare and contrast different cultures when regarding a general sequence accurately
- PE3 - Compare and contrast different cultures when regarding a general sequence accurately
- PE4 - Compare and contrast different cultures when regarding a general sequence accurately
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- PE99 - Compare and contrast different cultures when regarding a general sequence accurately
- PE100 - Compare and contrast different cultures when regarding a general sequence accurately

COMPUTING (Planned on discrete planners):

Time Allowance (1 hour per week, Totalling 14 hours)
Introduction to RJS system & Generic Skills / Word Processing / Internet Safety

NC Links: 1e, 1f, 1g

Key Milestones:

- C1 - Create a folder and save work within a network
- C2 - Edit work using paste menu
- C3 - Create a document within folders (that saved or prepared work)
- C4 - To search in and out of work
- C5 - Use the cut, copy and paste menus
- C6 - Print and annotate work samples to monitor use of ICT
- C7 - Use appropriate computing vocabulary (i.e. paste, copy, delete, menu, icons, desktop)
- C8 - To create a document
- C9 - To create a document
- C10 - To create a document
- C11 - To create a document
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MUSIC:

Time Allowance (30 mins per week, Totalling 7 hours)
Percussion with Glenn (Christingle)

NC Links: 1a, 1c, 1d

Key Milestones:

- M1 - Sings in tune with accuracy and expression when speaking, singing and chanting.
- M2 - Keeps to a steady pulse and performs with an awareness of others
- M3 - Follows hand and eye signals to direct and lead.
- M4 - Uses art and dance to respond to the mood of the music giving reasons for their choice
- M5 - Makes improvements to their own work, commenting on the intended effect.
- M6 - Listens with growing attention to detail and to internalise and recall sounds with increasing aural memory
- M7 - Recognises where tunes go up & down by steps, leaps or stay the same - draws pitch patterns in the air
- M8 - Recognises how the different musical elements are combined and used expressively and makes improvements to their own work, commenting on the intended effect

Year Three - Autumn Term

Learning Journey

STARS FOCUS

UNICEF ARTICLE
Article 29 – The purpose of education is to develop every child's personality, talents and mental and physical abilities.



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