YEAR 3 – AUTUMN 2

English	Maths
Fiction: 'The Tin Forest' by Helen Ward and Wayne Anderson **Non-Fiction:** Instructional Writing 'Nadiya's Bake Me Story: Fifteen Stories and Recipes for Children' **Poetry:** 'Hot Like Fire'	*Maths planning is based on the Collins 'Busyant' scheme of work.*

Science	Computing	Geography
Key Question/Theme: *Animals Including Humans* *(Diet & Skeletons)*	**Key Question/Theme:** *Online Safety*	**Key Question/Theme:** *Countries of the World* *Which country is best to live in?*
Key Skills: • Asking relevant questions and use different types of scientific enquiry to answer them. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Identifying 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. • Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.	**Key Skills:** • Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Key Skills:** • Location Knowledge: Knowing the location of the main countries/oceans/continents in the world. • Developing cartography skills. • Sketching the world with accuracy. • Identifying unusual features of places. • Discussing the unusual features of some countries.

PSHE	RE	Design & Technology
Key Question/Theme: *Health and Well-being*	**Key Question/Theme** *Signs and Symbols*	**Key Question/Theme:** *International Cuisine*
Overall Objectives: • **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (within relationships, work-life, exercise and rest, spending and saving and diet) • **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) • **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these) • **Diversity** and **equality** (in all its forms) • **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings) • **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)	**Key Skills:** • Understanding practises and lifestyles. • Explaining the practises and lifestyles involved in belonging to a faith community. • Identifying the impacts of beliefs and practices on peoples' lives. • Recognising and expressing feelings about their own identities and relating these to religious beliefs or teachings.	**Key Skills:** • Understanding and applying the principles of a healthy and varied diet. • Cooking a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. • Becoming competent in a range of cooking techniques. • Understanding the source, seasonality and characteristics of a broad range of ingredients. • Using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Generating, developing, modelling and communicating ideas. • through discussion, annotated sketches and cross-sectional diagrams. • Evaluating ideas and products against design criteria and considering the views of others when improving products.

Music	French	PE
Key Question/Theme: *Taught by a specialist music teacher*	**Key Question/Theme:** *Games*	**Key Question/Theme:** *PE Skills and Games* *(specialist teacher)*
Key Skills: • Playing and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music.	**Key Skills:** • Exploring the patterns and sounds of French language through songs and rhymes. • To link the spelling of French words to their sound and meaning. • Listen attentively to spoken language and show understanding by joining in and responding • Explore patterns and sounds of language through song and link the spelling, sounds and meaning of words • Appreciate songs in the language. • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	**Key Skills:** • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Spiritual, Moral, Social and Cultural Development

Spiritual
- **Experiencing fascination, awe and wonder:**
  Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
  Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
  Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
  Is shown by pupils' use of imagination and creativity in their learning.

Moral
- **Investigating moral values and ethical issues:**
  Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
  Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
  Is shown by pupils' understanding of the consequences of their actions.

Social
- **Developing personal qualities and using social skills:**
  Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
  Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**

Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
  Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities.
- **Participating in and responding to cultural activities:**
  Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
  Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.