



Autumn 2

<u>Year group: 3</u>	<u>Term: 2</u>		<u>Enquiry Question:</u> How does Great Britain fit in Europe?
	Essential knowledge:	Essential vocabulary	Skills:



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<p>Creative development</p>	<p><u>Art</u></p> <p><u>Landscape</u></p> <ul style="list-style-type: none">– Know how to create sketch books to record observations.– Know how to select appropriate colours for landscapes.– Know about landscape artists.– Know how to edit and improve own artwork.– Know about the work of Antonio Gaudi- Architecture. <p><u>Music</u></p> <p><u>Bringing Us Together</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none">– To know that singing in a group can be called a choir.	<p>Line Shape Pattern Observation Experience Tone Blurred Curved Horizontal Vertical</p>	<p><u>Art</u></p> <p><u>Landscape</u></p> <ul style="list-style-type: none">– Experiment with different grades of pencil and other implements.– Plan, refine and alter their drawings as necessary.– Use their sketchbook to collect and record visual information from different sources.– Draw for a sustained period of time at their own level.– Use different media to achieve variations in line, texture, tone, colour, shape and pattern.– Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.– Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.– Adapt their work according to their views and describe how they might develop it further.– Annotate work in sketchbook. <p><u>Music</u></p> <p><u>Bringing Us Together</u></p> <p><u>Singing</u></p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo.</p>
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- To know that the person who the choir or group follows is called the leader or conductor.
- To know that songs can make you feel different things e.g. happy, energetic or sad.
- To know that singing as part of an ensemble or large group is fun, but that you must listen to each other.
- To know why you must warm up your voice.

Playing

To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)

Bringing Us Together

Keyboard,
drums, bass,
imagination,
improvise,
compose,
disco,
pentatonic
scale, pulse,
rhythm, pitch,
tempo,
dynamics,
texture
structure,
hook, riff,
melody

To sing with awareness of being 'in tune'.

To have an awareness of the pulse internally when singing.

Playing

To play differentiated parts on a tuned instrument using notation

To rehearse and perform their part



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<p>Knowledge & Understanding of the world</p>	<p><u>History/Geography</u></p> <p>How does Great Britain fit in Europe?</p> <p>Trade links Rivers Settlements /transports</p> <p>To know and can name countries in Europe. To know and can name capital cities in Europe. To know and compare physical features in European countries To know and compare human features in European countries To know that human activity changes the features of a landscape. To know that humans exploit natural resources. To understand the problems caused by pollution and how governments are trying to manage this.</p> <p><u>Helping Hands-Geography</u> <i>Research our trade links as a school. Use items from the shop to show where they have come from- building locational knowledge.</i></p> <p><u>RE</u></p>	<p>agriculture arable climate continent Country Human geography landscapes Physical geography population precipitation settlement trade Transport weather</p> <p>Festival</p>	<p><u>History/Geography</u></p> <p>How does Great Britain fit in Europe?</p> <p>Find the countries using a map, an atlas and a globe. Compare the human and physical geographical features of the countries saying how they are similar and different. How can you present this information in different ways (e.g. Carroll and Venn diagrams) Research the different climate zones in each country. Research the average temperature for each of the countries and create a chart to show this. Observe aerial view photographs to compare countries and climate zones Use the compass points to describe the countries in relation to each other.</p>
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	<p><u>Unit 3.1- Remembering, why remember?</u> <u>Religion and world view focus: Christianity, Islam and Humanism.</u></p> <ul style="list-style-type: none"> - Investigate the significance of religious festivals. - Explore religious teachings of forgiveness and reconciliation. - Explore how people express their beliefs through personal symbols and artefacts. <p><u>Christmas Key Question:</u> <u>What are the special symbols of the Christmas story?</u></p> <ul style="list-style-type: none"> - Why is Mary such an important part of the story? - Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel. - Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'? <p><u>French</u></p> <p><u>All About Me</u></p>	<p>Forgiveness Reconciliation Symbol Artefact</p> <p>Levez-vous Asseyez-vous Des lunettes Un tee-shirt Des chaussures</p>	<p><u>RE</u></p> <p><u>Unit 3.1- Remembering, why remember?</u> <u>Religion and world view focus: Christianity, Islam and Humanism.</u></p> <ul style="list-style-type: none"> - Compare the experiences of different people participating in a religious festival or celebration Describe the ways in which people of faith have demonstrated forgiveness and reconciliation - Explain how personal symbols and artefacts relate to religious beliefs - Discuss other people's viewpoints with sensitivity and empathy <p><u>Christmas Key Question:</u> <u>What are the special symbols of the Christmas story?</u></p> <ul style="list-style-type: none"> - Retell the Christmas story in detail - Explain why Mary is an important part of the Christmas story <p><u>French</u></p> <p><u>All About Me</u></p>
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	<ul style="list-style-type: none"> – Know how to use spoken language about everyday objects including classroom objects. – Know how to use songs and rhymes in French. – Know how to say a few words and phrases in French. 		<ul style="list-style-type: none"> – Listen to spoken language, including everyday classroom language and show understanding by joining in. – Explore and appreciate the language through songs and rhymes. – Speak/ say a few words and phrases.
SMSC	<p><u>Celebrating Difference</u></p> <p>Children learn that differences are not restricted to a person and that a person's family and situation might also be different including conflicts within family.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To understand that every body's family is different - To understand that differences and conflict sometimes happen among family members - To know what it means to witness a bully and that witnesses can make the situation better or worse by what they do - To recognise that some words are used in hurtful ways 	<p>Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Gay Unkind Feelings Tell Consequences Hurtful</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> – I can appreciate my family and the people who care for me – I can give and receive compliments and know this feeling – I can give strategies to calm myself down and can use the 'solve it together' technique – I can suggest ways of helping make someone who is bullied feel better – I can problem solve a bullying situation with others
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Light</u></p>	<p>UV Light Shadow Reflection Opaque/ Transparent</p>	<p><u>Science</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> – To find patterns in the way that the size of shadows change.



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	<ul style="list-style-type: none"> - To recognise that they need light in order to see things and that dark is the absence of light. - To notice that light is reflected from surfaces. - To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - To recognise that shadows are formed when the light from a light source is blocked by an opaque object. - To find patterns in the way that the size of shadows change. 		<ul style="list-style-type: none"> - Recording finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Identifying difference, similarities or changes related to simple scientific ideas and processes. - Make systematic and careful observations. - Ask relevant questions and use different types of scientific enquiry to answer them.
	<p><u>Computing</u></p> <p><u>Email (Unit 3.5)</u></p> <ul style="list-style-type: none"> - Know how to open and respond to an email - Write an email using an address book - Learn how to email safely - Know how to add an attachment - Know what CC means 	<p><u>Email (Unit 3.5)</u></p> <p>Respond Address book Attachment CC Format</p> <p><u>Stop Motion (Bespoke)</u></p> <p>Role Framing Movie App</p>	<p><u>Computing</u></p> <p><u>Email (Unit 3.5)</u></p> <ul style="list-style-type: none"> - Use 2Connect to identify strengths and weaknesses - Attach work to an email - Read and respond to a series of emails - Attach files appropriate - Apply the format of an email when writing one - Respond to a 'customer' email and add an attachment for information. <p><u>Stop Motion (Unit)</u></p>



	<p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> – To take a photographs and sequence them into a 'movie' – To understand the role framing in photography plays in stop motion – To understand that the app orders the photographs into a sequence – To evaluate the sequence – To use the wider features of the app to edit and improve <p>Design Technology – European food</p> <p>Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie – European food tasting extravaganza</p> <p>Design</p> <p>Recap knowledge on what healthy eating is and a balanced diet Know the importance of annotated sketches and what appropriate information to include Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.</p>	<p>Sequence Evaluate Wider features Focus Smooth Movement</p> <p>utensils, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>	<ul style="list-style-type: none"> – Focus a photograph using a tablet – Analyse the sequence of photographs so that movement looks 'smooth' – Edit a sequence of photographs to achieve a given aim <p>Design Technology – European food</p> <ul style="list-style-type: none"> • Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing and spreading. • Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?
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	<p>Also include where these items are grown, reared or caught (link to Europe)</p> <p><u>Make</u> Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment Know how to use the equipment safely and hygienically Know how to use appropriate equipment and utensils to prepare and combine food</p> <p><u>Evaluate</u> Know what a sensory evaluation is Understand how to record evaluations using tables and simple graphs.</p>		
Physical Development	<p><u>Dance</u></p> <ul style="list-style-type: none"> - Understand unison and know how to perform using it - Learn to use canon. - Learn to work on timings. - Know how to dance using different levels. - We are learning to use jumps. - I am looking for you to use rehearsal time productively - We are learning to dance in different directions. - We are learning to improvise. 		<p><u>Dance</u></p> <ul style="list-style-type: none"> - Copy remember and perform a dance phrase. - Create short dance phrases that communicate an idea. - Use canon, unison and formation to represent an idea. - Match dynamic and expressive qualities to a range of ideas. - Use counts to keep in time with a partner and group.



- We are learning to use rehearsal time.

Multi- Skills

- Understand how to increase speed over a short distance.
- Be able to perform different movements with control over a set distance.
- Be able change the type of throw performed depending how far the ball needs to be thrown.
- Understand how to avoid and move away from attackers in a game.
- Learn how to bowl correctly towards a target.
- Learn how to correctly hold a cricket bat.
- Understand the importance of finding a space.
- Learn different evasion techniques that can be used in a game.
- Learn how to correctly receive a rugby ball.
- Understand how to perform a shot-put throw correctly
- Learn how to stand correctly when batting the ball.

Multi- Skills

- Dribble the ball with one hand with some control in game situations.
- Dribble a ball with feet with some control in game situations.
- Use a variety of throwing techniques in game situations.
- Kick towards a partner in game situations.
- Catch a ball passed to them using one and two hands with some success.
- Receive a ball sent to them using different parts of the foot, with some success.
- Strike a ball with varying techniques & success.
- Change direction with increasing speed in game situations.
- Use space with some success in game situations.
- Use simple tactics individually and within a team.

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	<ul style="list-style-type: none">– Understand basic rules and tactics for Kwik cricket.		
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<u>Guided Reading text and other linked books</u>	<u>Previous Learning Links</u>	<u>Adaptations to the Curriculum for SEND</u>	<u>Key Questions</u>
Stig of the Dump	Significant people in history. -Year 2 Autumn 1 How do we know where we are? - Year 2 Summer 2 Human and Physical features London Links – Year 1 and year 2	Visuals/Pictures wherever possible Differentiated tasks Word Mats- Assist with vocabulary.	