
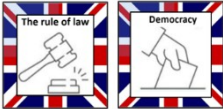





Year 3 Autumn Term 2

Autumn 2	
Topic title	Fighters, Thinkers and Throwers
Key Question	How have the Greeks influenced our life today?
Links to previous and future learning	<p>Previous:</p> <p>Science:</p> <p>Year 2: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Year 2: order the basic stages in a life cycle for animals, including humans</p> <p>Year 2: explain the basic stages in a life cycle for animals, including humans</p> <p>Year 2: Describe what animals and humans need to survive</p> <p>Year 2: know that animals, including humans, need food, water and air</p> <p>DT:</p> <p>Year 2: Evaluate – explore and evaluate a range of existing products</p> <p>Year 2: Evaluate their ideas and products against a criteria</p> <p>Year 2: Make – Select from and use a range of tools and equipment to perform practical tasks</p> <p>Year 2: Make – select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Year 2: think of an idea and plan what to do</p> <p>Year 2: Choose tools and materials and explain why I have chosen them</p> <p>Year 2: Explain what went well with my work</p> <p>Year 2: Explain why I have chosen specific textiles</p> <p>Year 2: If I did it again, can I explain what I would improve</p> <p>Future:</p> <p>Science:</p> <p>Year 4: recognise that living things can be grouped in a variety of ways</p> <p>Year 4: construct and interpret a variety of food chains, identifying producers predators and prey</p> <p>Year 4: group living things in different ways</p> <p>Year 4: know what a food chain is</p> <p>Year 4: construct food chains to identify producers, predators and prey</p> <p>Year 4: remember that the arrows in a food chain show the direction that energy is travelling through a habitat</p> <p>Year 4: remember that all energy for a food chain initially comes from the Sun which is absorbed and turned into energy by plants which are called producers</p> <p>Year 4: know that consumers take in energy by eating</p> <p>Year 4: know that an animal that is eaten by another is called prey, and that an animal that eats another animals is called a predator</p> <p>Year 4: know that the first consumer in a food chain is called a primary consumer, the second is called a secondary consumer and above it is called a secondary consumer and above that is called a tertiary consumer</p> <p>Year 4: know that animals can be grouped based on their physical characteristics based on their behaviour</p> <p>Year 4: name and group a variety of living things based on feeding patterns.</p> <p>Year 5: describe the life process of reproduction in some plants and animals</p> <p>Year 5: remember the process of reproduction in plants</p> <p>Year 5: know the life cycle of a living thing is a series of stages of development starting with a fertilized egg in animals or a seed in many plants</p> <p>Year 5: identify the effects of air resistance and friction, that act between moving surfaces.</p> <p>Year 6: know the names of key bones in the body, including the rib cage, cranium, mandible, sternum, vertebrae, femur tibia, fibula patella, humerus radius and ulna; know how to label these on a diagram of the human body</p>

	<p>Year 6: I know that an adult human body has 206 bones, the longest of which is the femur</p> <p>DT</p> <p>Year 4: Evaluate: investigate and analyse a range of existing products</p> <p>Year 4: I can evaluate and suggest improvements</p> <p>Year 4: I can explain how I have improved my original design</p> <p>Year 5: I know how to use tools safely</p> <p>Year 5: I can evaluate appearance and function against original criteria</p> <p>Year 6: Select from and use a wider range of materials and components, including construction materials – textiles</p> <p>Year 6: I show that I can test and evaluate my products</p> <p>Year 6: I can evaluate my product against clear criteria</p> <p>Previous:</p> <p>History</p> <p>Year 2: significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods.</p> <p>Geography</p> <p>Year 2: name and locate the world's seven continents and five oceans</p> <p>Year 2: Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</p> <p>Year 2: Geographical skills and fieldwork – use world maps, atlases and globes to identify the countries, continents and oceans studied</p> <p>Future:</p> <p>History</p> <p>Year 4: I know how to use a timeline</p> <p>Year 4: plot events on a timeline using centuries</p> <p>Year 4: use my mathematical skills to round up time differences into centuries and decades.</p> <p>Year 4: Explain why events in history could be reviewed from different perspectives and that sources may confirm or contradict each other.</p> <p>Year 5: understand how our knowledge of the past is constructed from a range of sources.</p> <p>Year 5: explaining the order of events and what happened.</p> <p>Year 5: place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Year 6: understand how our knowledge of the past is constructed from a range of sources</p> <p>Year 6: construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Year 6: read and use a timeline</p> <p>Year 6: know what a secondary and primary source is</p> <p>Geography</p> <p>Year 6: Geographical skills, using four and six-figure grid references</p>
<p>Global themes covered</p>	 <p>Environment: Positive and negative effects of modern-day life on the environment.</p>
<p>British Values</p>	
<p>Redlands Values</p>	

UN Global Links	
Charity Link	Asha Charity
Visit/ experience linked to the topic	Become a Warrior for the day
Overall outcome for topic (showcase)	To have Year 3 Museum where parents/carers will be invited in
Hook	To have our own Olympic Games
Key Text suggestions	Here comes Hercules – Stella Tarakson
English/Phonics suggestions	Diary Entry – From the perspective of Daedalus and Icarus Non-Chronological Report – Ancient Greek mythological creatures

Maths

Calculations: Multiplication and Division

- To be able to count in fours and eights. (carried forward from Autumn 1)
- To subtract hundreds from a 3-digit number and to subtract multiples of 1 and 10 from a 3-digit number.
- To understand simple subtraction of a 3-digit number by another 3-digit number using the column method.
- To subtract with renaming in tens and ones.
- To subtract with renaming hundreds.
- To subtract with regrouping tens and hundreds.
- To subtract a 3-digit number with zeros.
- To solve addition and subtraction problems using the bar model.
- To use the bar model to solve problems.
- To solve complicated problems involving addition and subtraction using a comparative bar model heuristic.
- To solve more complicated problems involving addition and subtraction using a comparative bar model heuristic.
- To multiply by 3.
- To multiply by 3 using relational properties
- To multiply by 4.
- To multiply by 4 and 8.
- To multiply by 8; to use commutative law to multiply.
- To multiply by 8.
- To divide by 3.
- To divide by 4.
- To find relationships between multiplication and division.
- To divide by 4 and 8.
- To solve word problems with multiplication.
- To solve word problems that involve division.
- To solve more word problems involving multiplication and division using the bar model heuristic.
- To solve problems using a variety of strategies.

Measurement: Length

- To use metres and centimetres to measure objects.
- To write length in centimetres only by converting metres to centimetres.
- To convert centimetres to millimetres.
- To measure objects and write length in millimetres.
- To compare two lengths.
- To solve measurement-related word problems.
- To solve other word problems.
- To solve word problems further, involving multiplication.
- To solve word problems associated with length using division.
- To solve more challenging word problems.

<p>Geography</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>I can use an atlas by using the index to find places</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can use a map to locate countries in Europe including Russia • I can identify physical and human characteristics of the countries I am learning about including their major cities • I can study the human and physical features of a region in a European country (Greece) • I understand the similarities and differences in a region of a European country (Greece) • I can use the correct geographical words to describe a place • I can use grid references on a map
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SCIENCE	<p><u>Working Scientifically: Plants</u></p> <ul style="list-style-type: none"> ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings. <p><u>National Curriculum</u></p> <p><u>Plants</u></p> <p>pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • I know the parts of a flowering plant • I can describe the function of different parts of flowering plants and trees • I know that different parts of plants have one or more functions (jobs) • I know that the roots collect water and minerals from the soil, and hold the plant firmly in the ground • I can explore and describe how water is transported within plants • I know that the stem holds up the leaves so that they can gather light to make food and holds up the flowers so that they can receive pollen and disperse their fruits; know that the stem also transports water and minerals from the roots to the other parts of the plant • I know that the leaves make food by absorbing light and using its energy to turn carbon dioxide and water into carbohydrates • I can remember what a life cycle is • I can describe the plant life cycle, especially the importance of flowers • I know that the function of a flower is reproduction, where flowers of the same kind exchange pollen – made by an anther – in a process called fertilisation, and a structure in the flower’s ovary called an ovule becomes a seed; the ovary then becomes a fruit which helps the seed leave the plant in a process called dispersal • I can explore and describe the needs of different plants for survival • I can classify living things and non-living things by several characteristics that they have thought of • I can explain how people, weather and the environment can affect living things • I can explain how certain living things depend on one another to survive <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • I can classify a range of common plants according to many criteria (environment found, size, climate required, etc) • I can explain how people, weather and the environment can affect living things • I can explain how certain living things depend on one another to survive • I can classify a range of common plants according to many criteria (environment found, size, climate required, etc)
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<p>History</p>	<p>Ancient Greece Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can describe events from the past using dates when things happened • I can talk about life in Ancient Greece • I can explain some of the achievements of the Ancient Greeks • I understand and can explain the influence of the Ancients Greeks on life today <p>Greater Depth</p> <ul style="list-style-type: none"> • I can reflect and explain how events from the past have shaped my life today • I can use research skills to find answers to specific historical questions • I can gather information to answer a question from 2-3 sources
<p>Art/DT</p>	<p>Art - Drawing. Growing Artists</p> <ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
<p>Computing</p>	<p>Creating Media Stop-Frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. To evaluate the impact of adding other media to an animation</p> <ul style="list-style-type: none"> • I can add other media to my animation • I can explain why I added other media to my animation • I can evaluate my final film
<p>Online Safety</p>	<p>Project Evolve: Online Reputation</p> <ul style="list-style-type: none"> • I can explain how to search for information about others online. • I can give examples of what anyone may or may not be willing to share about themselves online. • I can explain the need to be careful before sharing anything personal. • I can explain who someone can ask if they are unsure about putting something online.
<p>Music</p>	<p>Leicestershire Music - Unit 2 Voice National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music. ▪ listen with attention to detail and recall sounds with increasing aural memory (consolidated in Summer). ▪ use and understand staff and other musical notations (consolidated in Summer). ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ develop and understanding of the history of music. <p>Leicestershire Music Unit 2: Voice</p> <ul style="list-style-type: none"> • Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,). • Hear a melody and create a graphic score to represent it.

PSHE	<p><u>Myself and My Relationships</u></p> <p>Family and Friends</p> <p>By the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. • understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. • be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation. • be able to identify special people in their support networks, and know from whom and how to access support. • be able to recognise that people live in different family patterns. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • be able to describe some of the qualities of a good friend, and, with support, have developed strategies for making and keeping friends. • recognise some changes in their friendship patterns, and be able, with support, to talk about some ways to cope with these and with friendship problems. • be able to describe some similarities and differences between themselves and some of their peers, and some different family situations that people live in. • be able, with support, to identify special people in their support networks, and know from whom and how to ask for help. <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to describe the qualities of a good friend, and reflect on these in relation to themselves and their own friendships. • have developed and put into practice strategies for making friends and coping with friendship changes and problems (including conflict), and be able to support others with their friendship issues. • be able to identify and recognise the value of similarities and differences between themselves and their peers and recognise and cope with different points of view in a situation. • be able to recognise how their network of special people has changed and developed, be able to seek support for themselves and also to offer support to others. • recognise a range of diverse family situations that people live in. <p>Antibullying</p> <p>By the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying • understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life • be able to describe how those involved in bullying including those who bully others may feel • be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation • be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying • be starting to understand that sometimes people are bullied because they are different in some way • be able to describe how it may feel to be bullied or see someone else being bullied • be starting to demonstrate simple ways of responding to bullying including when it may help to be assertive • be able to demonstrate how to be kind to children who are being bullied • be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur. <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to talk about possible reasons for why someone may engage in bullying such as emotional upset • be beginning to identify and describe specific types of identity based/ prejudice driven bullying e.g. homophobic /racist bullying • be starting to describe the different roles of those involved in a bullying situation and will also be
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<p>RE</p>	<p><u>How do festivals and worships show what matters to Muslims? Autumn 2</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah(worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	
<p>MFL</p>		
<p>PE</p>	<p>Gymnastics – Patterns and Pathways</p> <p>Curriculum Objectives: Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate own success. Develop flexibility, strength, technique, control and balance.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Link one balanced action and one travel action into a repeatable phrase. • To create an arm pattern and incorporate it within a movement phrase. • To use travel on feet actions to explore a range of pathways based on the line patterns, shapes and letters. • To select a movement pattern and it use it as a starting point for creating a movement phrase. • To remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm patrn. 	<p>Games – Ball Handling Skills - Tennis</p> <p>Curriculum Objectives: Improve skills of travel, travel with, sent chase, received, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Perform basic skills of throwing, catching 3 to 4 metres apart. • Throw and catch a variety of ways with control and confidence, sometimes on the move. • Perform bouncing into a target area, catching and dribbling. • Be able to throw, catch and move into space and score. • Be able to perform ball handling skills accurately, showing awareness of space and team-mates. • Pupils can play the game successfully outwitting the opponents to score.