



Class: Tiger (Year 3)

Term: Autumn 1

Whole School ICB Theme: Who We Are

Year Group ICB Question: What makes me, me?

English Text/Stimulus: Matchbox diaries - Paul Fleischman

Under the Moon & Over the Sea: A Collection of Poems - John Agard

Little leaders: Exceptional black men and women in history - Vashti Harrison

Class Text: (This might be the same as the text used in English): Stitch head

<p><b>1) Context and overview of learning intent</b></p>	<p>This half term the children will develop their understanding of where they belong and their identity. They will look at other authors and how they express their identity through different forms. The children will start to express themselves and their identity through different mediums. The children will think about the place that they live (London) and how diverse London is. How does being a Londoner impact their identity and community? The children will develop their understanding of identity and how to share, respect and support their communities and their peers.</p>
<p><b>2) STICKY KNOWLEDGE</b></p> <p><b>10 facts all students will KNOW by the end of the learning theme</b></p>	<ol style="list-style-type: none"> <li>1. To be able to identify a physical and human feature in London (London Eye, Tower Bridge, Houses of Parliament, Battersea Park, River Thames)</li> <li>2. Windrush -To know why people moved from Jamaica and the Caribbean to Brixton.</li> <li>3. To know how many people moved during the Windrush.</li> <li>4. To be know the parts of a river (Mouth, meander, tributary, ox bow lake, estuary)</li> <li>5. To know London is the capital of England (Democracy, English government)</li> <li>6. To know how different a part of London has changed over time (Brixton)</li> <li>7. To know that humans are made up of muscles and bones and they protect us and help us move.</li> <li>8. To understand the importance of nutrients for our bodies.</li> <li>9. To locate London on a map of the world and the UK.</li> <li>10. To understand the importance of reporting people when they display inappropriate behaviours.</li> </ol>
<p><b>3) Main Focus/Area for Development for English</b> e.g. to build cohesion to write about real events</p>	<p>To build cohesion in writing.</p>

## English

### Spoken Language:

- To ask relevant questions to extend my understanding and knowledge.
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- To speak audibly and fluently and with an increasing command of Standard English.

### Reading:

- To listen to and discuss a wide range of poetry, fiction and nonfiction.
- To use dictionaries to check the meaning of words I have read.
- To identify themes and conventions in a wide range of books.
- To discuss words and phrases that capture the reader's interest and imagination.
- To recognise some different forms of poetry (for example, free verse, narrative poetry)

### GPS:

- To increase the legibility, consistency and quality of my handwriting
- To use further prefixes and suffixes and understand how to add them – relevant to Y3/4 spelling strategies.
- To use sentences with more than one clause by using a range of conjunctions
- To use nouns and pronouns appropriately
- To use fronted adverbials

### Writing:

- To discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To discuss and record ideas
- To compose and rehearse sentences orally
- To assess the effectiveness of my own/others' writing
- To propose changes to grammar and vocabulary to improve consistency.

### SEND:

#### Spoken Language:

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- To use strategies and build my vocabulary.

#### Reading:

- To apply phonic knowledge and skills as the route to decode words.
- To listen to and discussing a wide range of poems, stories and non-fiction.
- To linking what I have read to my experiences.
- To discuss word meanings, linking new meanings to those already known.

#### GPS:

- To add plural noun suffix -s or es.
- To use appropriate capital letters
- To use full stops, question marks and exclamation marks appropriately.

#### Writing:

- To compose a sentence orally before writing it.
- To sequence sentences to form short narratives
- To re-read what I have written to make sure it makes sense.

## Maths:

### Place Value:

- To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- To recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- To compare and order numbers up to 1,000
- To identify, represent and estimate numbers using different representations
- To read and write numbers up to 1,000 in numerals and in words
- To solve number problems and practical problems involving these ideas
- To know that 10 tens make 100 and that 100 is 10 times bigger than 10
- Recognise the place value of each digit and be able to partition

### Addition and Subtraction:

- To add and subtract numbers mentally: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Add and subtract numbers using column method

### Place Value:

- To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- To count, read and write numbers to 100 in numerals.
- To count in multiples of 2s, 5s and 10s
- To identify 1 more and 1 less of a number.
- To read and write numbers from 1 to 20 in numerals and words

### Addition and Subtraction:

- To read and write maths statements involving addition (+), subtraction (-) and equals (=) signs.
- To represent and use number bonds and related subtraction facts within 20.
- To add and subtract one-digit and two-digit numbers to 20, including 0.
- To solve one-step problems that involve addition and subtraction

## Big Question:

What makes me, me?

## Inside Out Friday

### Inside Out Friday

- Week 1 - Fri 3rd Sept – The Year of Change!
- Week 2 - Friday 10th Sept - Letters to Parliament
- Week 3 - Friday 17th Sept - Class-based - Windrush day.
- Week 4 - Fri 24th Sept - International Peace Day (Healthy Mind and Healthy Body)
- Week 5 - Fri 1st Oct - Taking letters to Parliament
- Week 6 - Fri 8th Oct - National Poetry Day
- Week 7 - Fri 15th Oct - Class-based -
- Week 8 - Fri 22nd Oct - Dance to Welcome Little Amal

## SMSC

### Including RE, RHE, Zones of Reflection (PATHS)

- To understand that the freedom to choose and hold other faiths and beliefs is protected in law
- To accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- To understand that all drugs can be harmful if not used properly.
- To talk about people different beliefs: christianity, islam, hinduism and sikhism.
- PATHS lesson - setting up routines in a new class.
- ZOR: Talking about our emotions how we feel and strategies to get us into the green zone.

## Science

- To identify that animals, including humans, need the right types and amount of nutrition.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement

### SEND:

- To begin to understand the importance of the food we eat.
- To understand that we have skeletons and muscles help us with movement

## History

- To identify and give reasons for different ways in which the past is represented
- To explore representations of the period – (museum, cartoons, etc).
- To place events studied on a timeline

### SEND:

- To identify different ways the past was represented and discuss with support
- To explore different representations - pictures, videos, books (support when needed)
- To be able to recognise when something happened in a period of time.

## Geography

- To make observations about physical and human features of places.
- To use the terms physical and human.
- To describe and understand key aspects of rivers.
- To describe and understand key aspects of different types of settlement.
- To use a range of resources, including maps, diagrams, photographs, the internet, books to find out about geography.
- To plan a route use 8 compass points

### SEND:

- To discuss physical and human features
- To understand the difference between physical and human feature.
- To make observations about rivers.
- To describe key aspects of different settlements.

## External Experiences

Including trips, visits, workshops

- Black Cultural Archives- Brixton

## Music

- To improvise music for a range of purposes.
- To listen with attention to detail and recall sounds with increasing aural memory.

### SEND:

- To improvise music that links to our topic
- To record what music sounds like on paper.

## PE

- To explore simple skills. Copy, remember and repeat.
- To begin to improvise independently to create a simple dance.
- To translate ideas from stimuli into movement with support.
- To begin to compare and adapt movements and motifs to create a larger sequence.
- To use dance vocabulary.

### SEND:

- To explore simple skills: mirroring exercises
- To create a simple dance( in ability pairs).
- To translate ideas from stimuli into movement with support from adult or peers.
- To make create movements to make a larger sequence with support.

## Computing

- Follow objectives when using the internet
- Understand what behaviour is acceptable and unacceptable online.
- Talk about what makes a secure password and why they are important.
- Understand that I should not share my personal information online.
- Use the safety features of a website as well as reporting concerns to an adult.
- Recognise websites and games appropriate for my age.
- Make good choices about how long I spend online.
- Ask an adult before downloading files and games from the internet.

### SEND:

- Talk about what makes a secure password and why they are important.
- Understand that I should not share my personal information online.

## Art / DT

- To select and record ideas from first hand observation, experience and imagination.
- To discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- To replicate some of the techniques used by notable artists, designers and artisans.
- To create original pieces that are influenced by studies of others.

### SEND:

- To draw things from first hand experience of imagination (with adult prompting/support)
- To verbally discuss artists that relate to our topic.
- To discuss notable artists.
- To create original pieces from an artist.