

<p>Topic Name – Predators of the World.</p> <p>Disposition Developing Compassion: Caring for Others, Animals and the Environment.</p>	<p>Year Group - Year 3 Autumn 1</p> <p>Topic Purpose Question – Why is it important that plants and animals receive the correct nutrition?</p>		<p>Curriculum Coverage: Science</p> <p>Topic Purpose – Asking enquiry questions, compare and contrast the importance of nutrition in both animals and plants and focusing on the roles of the different parts of the plant. Identify and group animals by observing and comparing movement.</p>	<p>Class Novel: The Sheep Pig by Dick King-Smith</p> <p>Purpose- Topic specific vocabulary as well as reading a novel by a classic author.</p>
<p>Links to previous topics.</p> <p>Year 1 – Woodlands Year 1 – Our Capital City Year 1 – Animals Past and Present Year 2 – Global Gardens</p> <p>Links to future topics.</p> <p>Year 3 – Extreme Earth Year 6 – Evolution</p>	<p>Science</p> <p>Plants</p> <p>Investigate the way in which water is transported within plants.</p> <p>Activity: Learn about the xylem vessels in plants and observe the movement of water through them. Find out about parasitic plants, such as mistletoe, yellow rattle and eyebright, which invade the vasculature of host plants, drawing out their essential water and nutrients.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the parts that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Purpose Question Love to Investigate – What are flowers for?</p> <p>Animals including humans.</p> <p>Identify 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.</p> <p>Activities: Watch video and documentary footage of different predatory birds catching and eating their prey. Consider why predators must kill and eat other animals and predict what would happen to them if food became scarce. Make a food chain to show the prey and predator relationships for a chosen bird of prey.</p> <p>Find out about the basic dietary needs of both domestic and wild animals by talking to a vet, veterinary nurse, animal handler or by searching online. Read the labels of common pet foods to find out what they contain and compare this with the diet of a wild animal. Identify the similarities and differences between an animal and a human diet and show their findings on a mind map or Venn diagram.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Activity: Use models and diagrams of human and animal skeletons to locate bones, including the skull, ribs, spine (vertebrae), pelvis, femur, tibia, humerus, ulna and radius, as well as the joints where bones meet. Consider the importance of the skeleton for supporting and protecting vital organs, and as a framework for muscles, movement and blood production.</p> <p>Purpose Question: Why are skeletons and muscles important?</p> <p>Rocks</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Activity: Look at images of fossils from predatory dinosaurs. Discuss what features can be seen and make labelled drawings. Consider which living predators have similar features. Learn how fossils are formed and display their findings as a sequence or flow diagram.</p> <p>Key Vocabulary: Movement, muscles, bones, skull, nutrition, skeletons, air, light, water, nutrients, reproduction, transportation, dispersal, pollination, flower, fossils, sandstone, herbivore, carnivore, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects, environment, habitats.</p>			<p>Geography</p> <p>Locational Knowledge</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Activity: Distribution of animals – where in world can find animals and why habitat supports needs.</p> <p>Purpose Question: Why do specific habitats need a certain environment?</p> <p>Geographical skills and fieldwork</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Activity: The Peregrine Falcon – favourite habitats, countries can be found.</p> <p>Key Vocabulary:</p> <p>Banks, post offices, hospitals, public transport, garages, leisure, housing, industry, transport, agriculture, digital mapping, data, cliffs, mountains, maps.</p>
<p>Engage Stage/Memorable Experience</p> <p>Falconry Centre – morning at the centre where different birds of prey will be introduced to the children.</p>	<p>Art</p> <p>Drawing</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: Sketch birds of prey in flight.</p> <p>Key Vocabulary: Focal point, hatching, composition, scale, proportion, grades of pencil.</p>			<p>Music</p> <p>Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Activities:</p> <p>Unit 1 Environment (Composition)</p> <p>Unit 2 Building (Beat)</p>
<p>PE.</p> <p>Dance</p> <p>Practice and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Games (Hockey) – PPA</p> <p>Control the ball when moving it side to side. Correct position to hold the hockey stick. Keep close control of the ball when dribbling. Travelling at speed with the ball pushing it from your body. Improve the push pass and stopping ability. Importance of the follow through when shooting. Use of the block tackle.</p>	<p>PSHE</p> <p>Using the Jigsaw Scheme, these lessons need to be completed:</p> <p>Getting to Know Each Other Our Dream School Our Learning Charter School council elections</p> <p>Key Vocabulary: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Rights, Responsibilities, Learning, Charter, Nightmare, Dream, Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning, Charter, Challenge, Group dynamics, Team work.</p>	<p>RE</p> <p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> <p>Disposition: being imaginative and explorative</p>	<p>MFL – Spanish (PPA)</p> <p>Units to cover:</p> <p>Phonetics 1 I am learning Spanish</p>	<p>Writing</p> <p>See Year 23-24 Writing map.</p> <p>Extended/linked reading</p>

