


<p>Topic Name – Predators of the World. Disposition Developing Compassion: Caring for Others, Animals and the Environment.</p> 	<p>Year Group - Year 3 Autumn 1 Topic Purpose Question – Why is it important that plants and animals receive the correct nutrition?</p>	<p>Curriculum Coverage: Science 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 Awful Aunt Purpose- Topic specific vocabulary as well as reading a novel by a modern author. At the end of the half term Year 3 will be going to the theatre to see the book come to life on stage.</p>	
<p>Links to previous topics. Year 1 – Woodlands Year 1 – Our Capital City Year 1 – Animals Past and Present Year 2 – Global Gardens</p> <p>Links to future topics. Year 3 – Extreme Earth Year 6 – Evolution</p>	<p>Science (Whole Term Coverage) Animals including humans. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils to work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals and decide ways of grouping them according to what they eat.</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. 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. 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. 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. Purpose Question: Why are skeletons and muscles important?</p> <p>Plants Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. Pupils to work scientifically by: comparing the effects of different factors of plant growth, for example the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They will observe how water of transported in plants, for example by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>Investigate the way in which water is transported within plants.</p> <p>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.</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. Purpose Question Love to Investigate – What are flowers for?</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 Map Skills The School Grounds It extends the idea of the map beyond the classroom to the whole school grounds. Pupils select locations to photograph within the school grounds and then position these locations on a map of the school. They also use compass points to give directions to each place and create a map of the school.</p> <p>Getting to know the British Isles. They develop a sense of where the school is located within the wider world. Pupils use eight compass points to describe the location of capital cities within the British Isles and develop knowledge of England, Scotland, Wales and Ireland.</p> <p>Locational Knowledge Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Activity: Distribution of animals – where in world are different animals found and why their habitat supports their needs.</p> <p>Purpose Question: Why do specific habitats need a certain environment?</p> <p>Activity: The Peregrine Falcon – favourite habitats, countries can be found.</p> <p>Key Vocabulary: Hemisphere, Equator, Pole, Rainforest, Desert, Forest</p>	
<p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think we should consider... I believe... I would like to start by saying... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> I agree and would like to add... Building onto what ___ said... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I don't think... Have you thought about ____? I disagree with... 	<p>Computing Computing systems and network – connecting computers.</p> <p>To identify input and output devices To explain that a computer system accepts an input and processes it to produce an output To explain how a computer network can be used to share information To explain the role of a switch, server and wireless access point in a network. To identify network devices around me To explain how networks can be connected to other networks</p> <p>Key Vocabulary: Digital device, input, process, output, program, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets</p>		<p>Music Delivered by Junior Jam Classjam Level 1 See separate planning</p>	
<p>Art Drawing 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). Activity: Sketch birds of prey in flight.</p> <p>Key Vocabulary: Focal point, hatching, composition, scale, proportion, grades of pencil.</p>	<p>PE. Dance – Teacher Led Practice and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Games (Hockey) – Sports Coach Led 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. Key Vocabulary: shoot, defend, attack, block, control, receive, pass, teamwork, score, hockey, space</p>		<p>RE 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>	
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