

Year:	3	Term:	Autumn 1	Learning Challenge question	What causes earthquakes, volcanoes and mountains?	MTP
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	Maths	English			Science				
						Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research	
Prior Learning	Tens and ones Place value Number comparison	Non chronological report Y2 Capitals for names BOYS Because Y2 punctuation.			Grouping and classifying animals Dinosaurs Extinct Dead or alive				
Pre & post assessments	In class discussion	Week 3 - Cold Task (write an explanation text for a volcano)			The Big Question - Seesaw What are rocks? How are they formed? Describe what you cans see in the picture.				
	value chapter consolidation  Week 8 - Chapter Consolidation + -	Week 6 - Hot Task Write an Explanation Text			The Big Question - Seesaw What are rocks? How are they formed? Describe what you cans see in the picture.				
Unit assessment	value chapter consolidation  Week 8 - Chapter Consolidation + -					Test soils in various ways to identify them. Catagorise, compare and contrast different types of soils.	Group and classify rocks based on their properties. Set up a practical enquiry. Present and gather results in different ways.	Name and describe the different types of rock listing their properties. Illustrate how rocks are formed.  Describe and	

							Draw conclusions from your findings.	illustrate the formation of fossils.
1	Recapping numberbonds and core Year 2 skills.	Vocabulary focus – prefixes and suffies (linked to home learning)	LQ: What is a warning tale?  Cold task – warning tale  Read model text	Kagan pairs –cartoon concept Can you share your ideas with your kagan partner?  Consider your vocabulary and sentence structure.	COLD TASK – The Big Question  WOW			
2	Introducing Singapore Maths  Counting in 100's 10,s and 1's Place Value	Performance  Reading aloud focus – fluency and expression	LQ: What are the key features of a warning tale?  Story map  LQ: How can I improve my writing using adverbs?  LQ: How is a warning tale structured?				Group and classify rocks based on their properties. Set up a practical enquiry. Present and gather results in different ways. Draw conclusions	

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			Whole class story mountain					
			LQ: How can I use direct speech in my writing?					
3	Counting in 50's Number patterns	Inference focus  Thoughts, feelings and justifications	LQ: How can I plan my own warning tale?  Boxing up  LQ: How to write a warning tale?  Hot task  LQ: How do I use editing skills to improve my writing  Editing skills, COPS	Science link-  Can you give a clear and detailed description of the rocks you have found? Can you speak clearly and make sure that all children can hear you?			<b>Group and classify rocks based on their properties. Set up a practical enquiry. Present and gather results in different ways. Draw conclusions</b>	

4	<p>Counting in 4's and 8's CHAPTER 2 Addition and subtraction Facts Simple adding</p>		<p>LQ: How do I write an information leaflet?  Cold task  LQ: What are the key features of an information leaflet?  Look at a range of examples and identify/ highlight key features.</p>	<p>ICT link – can you speak clearly and slowly in your presentation, varying you tone and expression?</p>				<p>Name and <b>describe</b> the different types of rock listing their properties. Illustrate how rocks are formed.</p>
5	<p>Adding with re-naming</p>	<p>Non –fiction focus in guided reading  Retrieving information</p>	<p>LQ: How can I organise my writing under headings and subheading?  SPaG focus  LQ: How can I use adjectives/ adverbs to describe?</p>	<p>ICT link – can you speak clearly and slowly in your presentation, varying your expression and tone?</p>				<p><b>Describe and illustrate</b> the formation of fossils.</p>

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6	Simple subtraction	Recording information – non – fiction focus	LQ: How do I write an information leaflet?  Hot task  Feedback				Test soils in various ways to identify them. Catagorise, compare and contrast different types of soils.	
7	Subtracting with re-naming	Dictionary skills					Test soils in various ways to identify them. Catagorise, compare and contrast different types of soils.	
8								
End of unit assessment	Week 3 - Place value chapter consolidation  Week 8 - Chapter Consolidation + -	Week 3 - Cold Task (write an explanation text for a volcano  Week 6 - Hot Task Write an Explanation Text	The Big Question - Seesaw  What are rocks? How are they formed?  Describe what you cans see in the picture.					

	Geography	History	DT	Art	Computing	PSHE
Prior Learning	Continents and oceans - world map Human and physical features.	N/A	N/A		Creating a sprite and background	
Pre & post assessments	Label a volcano and Explain how it Erupts - books	N/A	N/A	Discussion/ Planning stage	Week 1 - mind map animations	Week 1 - Circle time. Sharing stories from other faiths. What do I know about Hinduism
	Label a volcano and Explain how it Erupts - books	N/A	N/A	Evaluate	Week 7 - Present animations	Week 7 -Topic Evaluation ' what have I learnt
Unit assessment				Children will experiment with a wide variety of media to create drawings of natural forms. They will learn about other artists who have used natural forms as a theme and take inspiration from them. They will use their sketchbook drawing to create a repeat pattern and outdoor art.	Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplish(es) given goals, including	

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					presenting information.	
1	<p>Hook - Looking at pictures of natural disasters</p> <p>Front cover</p> <p>KWL grid</p>		<b>Plan artwork</b>	<p>LQ: How can I represent the lines, shapes, forms, textures and colours of natural forms using a variety of drawing media?</p> <p>Children will explore the use of a variety of drawing materials to create observational drawings of Natural forms: Conkers Pinecones leaves, acorns etc.</p>	<b>Recap Esafety and user agreements for devices</b>	<ul style="list-style-type: none"> <li>To understand what emotions are described through Zones of Regulation and The Colour Monster and how they make my body feel</li> </ul>
2	<p>LQ: How can we use Geographical language to explain a World map?</p> <p>Identify countries and continents -</p>			<p>Children will use a wide variety of drawing techniques including continuous line and blind contour drawing.</p>	LQ: What can I find out about animations?	<p>How do we learn best in our classroom?</p> <p>-discuss environment, noise level, resources etc.</p>

	<p>song</p> <p>LQ: How can I use the 8 points of a compass?</p> <p>Annotate a world map</p>					
3	<p>LQ: How are volcanoes formed and how do they work?- Explorify for images.</p> <p>Facts about volcanoes</p>	?		<p>LQ: How can I represent the lines, shapes, forms, textures and colours of natural forms using a variety of drawing media?</p> <p>Children will explore the use of a variety of drawing materials to create observational drawings of Natural forms: Conkers Pinecones leaves, acorns etc.</p> <p>Children will use a wide variety of drawing techniques including continuous line and blind contour drawing.</p>	LQ How do we create a storyboard?	<ul style="list-style-type: none"> <li>• What growth mindset is and how can I use it to support my learning</li> <li>•</li> </ul>

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4	LQ: What are the most famous volcano eruptions throughout history?	LQ: What happened when Mount Vesuvius erupted			LQ How do we create characters and background?	<ul style="list-style-type: none"> <li>To understand there are a wide range of strategies to regulate emotions such as mindfulness, calm down space, breathing exercises</li> </ul>
5		Sequence Famous Logos from past to present.		<p>LQ: How can I use inspiration from the artist Anthony Gormley to create ideas for my own outdoor art?</p> <p>Children will use the drawings in their sketchbooks and natural forms to create designs and patterns inspired by Anthony Gormley's artwork.</p>	LQ How do we create characters and background?	

6	LQ: What are the famous Mountains and Mountains ranges of the world? (link to Kagan groups)		<b>Evaluate artwork</b>	LQ: How can I create repeat pattern using drawings from my sketchbook and inspiration from other artists for example William Morris  Children will create repeat patterns using the grid repeat method. They will add colour using mixed media	LQ How do we start to animate the characters?	
7		LQ: What are the most famous volcano eruptions throughout history?			LQ How do we Add sounds to the animations? LQ How can we review and improve our animations?	
8						
End of Unit assessment	Children will have an understanding of how a volcano is formed and what happens when a volcano erupts. They will have researched famous eruptions in history such as Vesuvius.	Children will research famous volcano eruptions throughout history. Children will be able to describe what happened when Mount Vesuvius erupted.		Children will experiment with a wide variety of media to create drawings of natural forms. They will learn about other artists who have used natural forms as a theme and take inspiration from them. They will use their sketchbook drawing to create a repeat pattern and outdoor art.	Children will understand how to create an animation with background and sound effects.	Week 1 - Circle time. Sharing stories from other faiths. What do I know about Hinduism  Week 7 -Topic Evaluation ' what have I learnt

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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	<b>SEE ONE EDUCATION PLANS</b>	Islam Places of worship - synagogue Important People Important celebrations			N/a
Pre & post assessments		class discussion - Lesson 1		Free Dance	Discussion
		End of Unit Quiz		Performance	Activities recorded in books.
Unit assessment			The children should have a basic understanding of how to improve cardiovascular endurance and muscular endurance levels. Also, they should be able to demonstrate how to improve these areas of fitness.	Performance – make improvements based on feedback	Children will be able to locate Spain on a map. Name colours and numbers. Introduce their name in Spanish and describe their feelings.  <b>Getting to know you:</b> <b>Hello – hola</b> <b>Goodbye – adios</b>  My name is – me llamo  Numbers 0 – cero. 1 – uno. 2 – dos.

					<p>3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho, 9 – nueve, 10 – diez</p> <p>Colours:  <b>The colours – Los colores</b>  <b>Blue – Azul</b>  <b>Green – Verde</b>  <b>Pink – Rosa</b>  <b>White – Blanco</b>  <b>Yellow – Amarillo</b>  <b>Black – Negro</b>  <b>Red- Rojo</b>  <b>What colour is it? - ¿Qué colores?</b>  <b>Is it...? - ¿Es...?</b></p>
1				<p>To share what we know about theme.</p> <p>To creatively use the words from the mind map.</p>	
2				<p>To show changes in pathways when travelling.</p> <p>To show good timing and control.</p>	
3		<p><b>To learn about the events and meanings in the story of Rama and Sita.</b></p>	<p>The children are going to be introduced to the term 'stamina'. They will run for a period of 5 minutes trying to keep a good pace throughout. <b>LQ: What is stamina and how can we improve it?</b> The children will also, perform a variety of cardiovascular exercises in a circuit.  <b>LQ: What is happening to your heart when you are exercising?</b></p>	<p>To use the picture creatively</p> <p>To show use of mirror image and changes in level.</p>	<p>LQ: How do I introduce myself?</p>

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4		<b>To learn about the diya and why it is important in the Diwali story.</b>		To work well in groups and show co-operation skills To use a poem as stimulus.	LQ: How can I ask and answer questions about my feelings?
5		<b>To learn about some of the preparations for Diwali.</b>	The children are going to perform a muscular endurance circuit where they will gain an understanding of what muscular endurance is and how improve it. LQ: What is muscular endurance and how can we get better?	To use peer feedback to make improvements To perform a group section	LQ: How do I say numbers up to 10?
6		<b>To learn about the purpose of creating rangoli patterns.</b>		To understand what makes a good performance	LQ: How can I say 4 different colours?
7		<b>To find out about Lakshmi and how Hindus celebrate Diwali at home.</b>	The children are going to be introduced to the term plyometric training. They will gain an understanding of what it is and perform a range of exercises. LQ: What does the term plyometric training involve?	To give useful feedback to my partner	
8					

End of Unit Assessment		<b>End of Unit Quiz</b>	The children should have a basic understanding of how to improve cardiovascular endurance and muscular endurance levels. Also, they should be able to demonstrate how to improve these areas of fitness.	Performance – make improvements based on feedback	Week 4 - Have a simple chat using greetings in Spanish 'Record on Seesaw  Week 5 - What numbers can I recall?
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