

## English

**Reading** – Key texts: *Charlie and the Chocolate Factory* by Roald Dahl

**Developing pleasure and motivation to read**

- Word reading and comprehension skills focusing on KS2 key skills/content domains both during whole class reading and guided group reading.
- Extension of phonic knowledge including blending and reading common sight words quickly.
- Discussing texts and drawing inferences.

**Speaking and Listening** – Performance of poetry and children's own writing, presentations of work, role-play during drama and hot seating activities.

**Writing Composition** – Writing for different purposes, developing stamina, editing and checking work throughout.

**Recipes and Instructions:** Writing a set of instructions for a recipe of our choosing (after making it of course!)

**Adverts:** Creating our own advertising campaign for a Willy Wonka inspired confectionary treat!

**Discussion:** Exploring and discussing the environmental effects that plastic packaging has on the world.

**Spelling:** Following the No Nonsense Spelling Scheme for Year 3.

**Grammar:** Linked to the National Curriculum requirements for Years 3.

**Handwriting:** Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

## Art

**Developing creativity using a variety of materials within the following contexts:**

- Exploring the artistic worlds of Paul Cezanne and Arcimboldo.
- Using these artists to inspire and create our own versions of their masterpieces.
- Linked to the advertising challenge (English)

## French

**Value speaking with confidence and fluency in French using Rigolo Scheme of Work.**

- Greetings
- Numbers 1-20

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

- Key Question:** What do different people believe about God?
- Who is Christian/Muslim/Jewish and what do they believe?
  - Why do some people believe that God exists?
  - Do we need to prove God's existence?

Religions and Worldviews considered in this unit: **Christians, Hindus and Muslims.**

## Geography

**Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features**

- World foods on world maps
- Explore fair trade and what that actually means
- Environmental effects of food packaging, food waste and exploring our carbon footprints.

## Music

Children explore rhythm through poetry using voices, body percussion, instruments and movement to create their own expressive performances.

- Start our weekly 'Musical Appreciation' time.

## Design and Technology

**Designing and making functional, purposeful appealing products and evaluating these**

- Felt Cezanne Still Life Art
- Linked to the advertising challenge (English)

## PSHE

**Our 'Getting on and Falling Out' unit focuses on the following:**

- Recognising our own worth as individuals by identifying positive things about ourselves.
- Using our imagination to understand other people's experiences.
- Looking to resolve differences by looking at alternatives.
- Understanding that their actions affect themselves and others.

**It also links clearly with our SMSC development.**

## Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary.

**Times Tables**

- Count from 0 in multiples of 3, 4, 8, 50 and 1000.

**Addition and Subtraction**

- Add and subtract numbers mentally with increasing fluency.
- Add and subtract numbers with up to 3 digits using formal methods of column addition and subtraction.
- Estimate the answer to a calculation and use the inverse operation to check.
- Solve problem solving and reasoning activities based on the above.

**Multiplication and Division**

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.
- Solve problems, including missing number problems, involving multiplication and division.

## Scrumdiddlyumptious!

Curriculum Plan - Autumn 2 2019  
Year 3 Mr Scarlett and Mrs Fade

**Super Start:** *Willy Wonka's Chocolate Factory*  
**'Fantastic Finish:** *Pizza Express Trip*

## Computing

LKS2 Online Safety Unit: Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## Science

**Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of: Animals & Healthy Eating**

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Recognise that living things can be grouped in a variety of ways
- 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.
- Explore the Eatwell Plate and healthy eating.

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

**Games – Invasion Games: Tag Rugby**

- To continue to develop a range of strategies to apply in attacking and defending situations.
- To develop an understanding of rules in sports and how to compete against opponents positively.
- To develop confidence and competence in the skills of passing, dribbling, tagging and scoring.

**Gymnastics – Stretching, Curling and Arching**

- Travel showing a range of stretched, curled and arched shapes.
- Demonstrate stretched, arched and curled balances on different body parts showing an understanding of high, medium and low positions.
- Identify and perform matching shapes with a partner, facing each other, behind each other, side by side or passing over a partner.
- Compose a short sequence demonstrating all of the learnt abilities.
- Transfer these abilities on apparatus.

## British Values and SMSC

Developing an understanding of fundamental British values Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Focus on the rule of law and balancing rights with responsibilities.

