

## English

**Reading** - Key texts - Rudyard Kipling *The Jungle Book*.

Developing pleasure and motivation to read. Word reading and comprehension skills through class texts and reading sessions. Phonic knowledge extended, blending and reading common sight words quickly. Re-reading books to build up fluency and confidence. Dictionary used to check meaning. Discussing texts and drawing inferences. Choosing own texts and sustained reading for pleasure.

Understanding the features of non-fiction information texts.

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

**Non Fiction:** Reports and explanation texts linked to topic. Creating leaflets on predators.

**Narrative:**

**Poetry:** Learning poems to recite in small and larger groups. Writing a poem based on a studied structure - limericks. Animal shape poetry.

**Spelling:** Scheme followed weekly. 3x weekly word of the day.

National Curriculum spellings for Year 3.

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

**Handwriting:** Children join and enhance the fluency and neatness of their writing.

## Religious Education

(According to Warwickshire agreed syllabus)

Learning through thoughts, feelings and experiences about and from religions

- **Key Question:** Who inspires us? why is Jesus inspirational?
- Looking at **Christianity** explore the ways in which religions name and describe the attributes of God and how stories and texts portray this.
- Examine similarities and differences between these views, beginning to reflect on their own ideas about God and expressing these through art.

## Art

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

- Work from a variety of starting points and sources including music and visual images
- Create real and imagined representations of the predators
- Use a variety of wet and dry media including collage and layers to create different interesting effects showing Amazon predator habitats



## Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary linked to shape and measures etc.

**Addition and subtraction** - formal column methods

**Multiplication** - 3x 4x and 6x tables. Weekly mental games and practice, and weekly test. Arrays and inverses. Multiplication using formal methods.

**Division** facts linked to times tables and begin formal recording. Division with remainders.

**Measurement/Time** - measure, compare and add and subtract length using m, cm & mm identifying digital and analogue displays.

**Statistics** - interpreting graphs, sorting in different ways

**Cross-curricular links:**

**Measuring the Amazon forest**, comparing heights of predators and completing graph with data. Comparing weights of predators finding the difference.

## Predators

Term - Aut 1 2018

Year 3 Ms Ingate

## Music

**Poetry**

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

**The Jungle Sounds - KING OF THE SWINGERS**

Exploring pitch and pentatonic melodies. Developing confidence in responding to pitch and keeping in time.

Creating our own jungle theme music in groups and performing our animal poems to the beat of the drums.

## Computing

Promoting logical, creative thinking linked to other curriculum areas including maths and science. Computer programming skills and digital literacy.

- Growing awareness of Internet safety, Apps and social media. Discuss safe websites/ fake news etc
- Present jungle maths data in graphs- collect present and show.
- Research chosen non chron theme- tbc

## Spirituality

A thread running through the curriculum, making thought provoking links:

- Invoke a sense of awe and wonder in relation to the vast and explored rainforests of the world
- Work and think on a large scale- Amazon-
- Ask 'big' questions and look for their own answers using ICT/Theme cross curricular research.

## Science- Animals and Humans

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic areas of animals and humans

Life cycles

Humans and their skeletons

Animals dynamics- how do they move, bones, joints, muscles.

Investigating Owl pellets- ref Bird of prey Exp. linking to ICT research information.

## Physical Education

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

**Games:** Football

- Developing ball control: dribbling and passing skills
- Practise shooting/scoring skills
- Developing teamwork
- Changing direction and speed and improving awareness of other players and space

**Dance/Gymnastics:**

- Developing dance actions with greater control and fluency and will explore and choose movements appropriate to the space theme
- Creating and performing a whole dance with rhythm and phrasing, developing their skills to evaluate their own and others' performances

## French

Value speaking with confidence and fluency in French using **Rigolo**- learning Christmas song

- learning primarily through songs and games
- learning colours and numbers
- looking at French handwriting and writing down some words learnt

## PSHE

**Citizenship - Rules and Rights**

- develop an appreciation of why we need rules and laws, and how they help us
- considering the value in setting class Ground Rules and the responsibilities that the children have towards others and the responsibilities others have towards them

**Citizenship - Understanding and Practising Democracy**

- exploring the extent that they may be involved in democratic decision-making in their school and to practising the skills which will enable them to

## British Values

**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.

## Design and Technology

Designing and making functional, purposeful appealing products and evaluating these

**Mechanisms**

- Design and making a drum for our music lessons
- Evaluate the process identifying ways to improve next time
- Making jungle puppets
- Making Jelly snakes