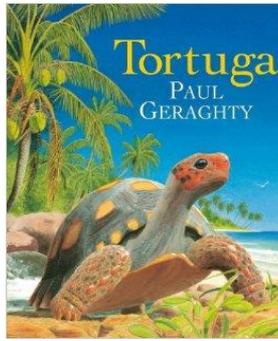
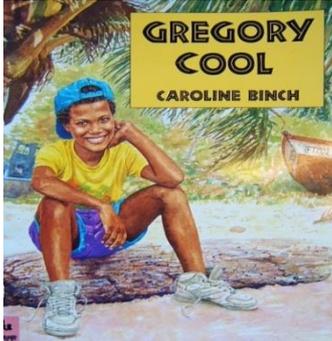


Autumn One: Once Upon a Book



English

Programme of study includes: word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

- Gregory Cool by Caroline Binch
- Tortuga by Paul Geraghty
- Masai and I by Virginia Kroll
- Caribbean Poetry:

Benjamin Zephaniah - Talking Turkeys, Valerie Bloom - Hot Like Fire and A Caribbean Dozen by John Agard and Grace Nichols

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Other books written by Paul Geraghty.

Year Three Autumn Term One Overview

We are kick-starting the year with the whole school topic - **Once upon a Book**. The children will be reading some of our personal favourites! These carefully chosen books will inspire the children to delve into the lives of the characters to explore the fictional world, whilst also relating to their own personal experiences. The books will take them on journeys around the world, some of which they will have their own family connections to and with this, their own stories to share. From these literary adventures, they will create their own, new and adventurous comparative stories.

Geography

World's Countries

North America

Physical and human features of the Caribbean

•to locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts

Class Pal Link to a Caribbean country

We will use this study to inform our comparative writing in English and apply it to understanding seasonality when choosing and preparing fresh fruits and vegetables.

French

Hobbies, what you're good at and mealtime.

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text:

Friendship and adapting

RRS: 3, 9 and 31

Religious Education

Christianity - The story of The Good Samaritan

School Values

Art and Design Technology

Cooking and nutrition:

- to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

We will use this knowledge and newly developed skills to design, make and evaluate a seasonal dish inspired by the book *Gregory Cool*.

Art and Design - Illustrator Study: Caroline Binch

Drawing skills: directional lines, curved-dashed lines and explore tone using different grades of pencil.

Once Upon a Book

Computing

- to understand computer networks including the internet and the opportunities they offer for communication and collaboration.
- to use technology safely, respectfully and responsibly.

Physical Education

Football and gymnastics:

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance

Science

Learning Objectives:

Plants

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plants to plant.
- I can investigate the way in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, Including Humans

- I can 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.
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Scientific Enquiry Skills

- Ask relevant questions, and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings.

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example when preparing a seasonal dish they will learn how to weigh ingredients, read scales and record measurements accurately. Whilst studying the world map and how it is divided into different continents and countries, the children will apply their vocabulary of fractions and start to consider percentages. In science, children will interpret and represent data using a variety of charts and then solve one and two step problems.

Music

Exploring composition and beat

- to listen with attention to detail and recall sounds with increasing aural memory
 - to improvise and compose music for a range of purposes
 - (play the djembe to retell stories - using Gregory Cool and Masai and I as inspiration)
- Weekly playlists played during assemblies, lunch and breaks.
Music used to introduce books/art/topics.

