Science (UK links to food and farming)
Pupils should be taught to:
- 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
- identify that humans and some animals have skeletons and muscles for support, protection and movement.

Working Scientifically
- Do people with longer legs jump further/higher?
- Do people with longer arms throw farther?
- Which has stronger bones: chicken or fish, lamb or cow?
- How many bones are there in a human body?
- How many muscles are there in a human body?
- Which is the longest bone in the body
- Do people with large hands have big large feet?

Work scientifically
Identify and group
- animals with and without skeletons

Observe and compare
- their movement

Explore
What would happen if humans did not have skeletons.

Compare and contrast
- diets of different animals (including their pets) and decide

Group
- according to what they eat.

Research
- food groups and how they keep us healthy and design meals based on what they find out.

Other teaching ideas
- School cook to talk to children about planning school meals and a balanced diet.
- Cooking using healthy food and recipes
- Collage of proteins, fats, carbohydrate, vitamin foods etc.
- Collage of which part of plant a fruit or vegetable comes from
- Sorting and grouping food packets.Ask children wre their bones and muscles are
- Make a paper model of a human skeleton
- Make a jointed puppet using cardboard and split pins
- Discussion about location and function of joints e.g. hinge, ball and socket and how they function
- Sing 'Dem bones'
- Measuring length of some bones in the human body e.g. femur, tarsels, humerus etc.

COMPUTING
CODING OBJECTIVES – 6 stand alone CODING sessions across the half term.
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

E-safety Sessions Objective.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Blogging / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Geography

Location Knowledge
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place Knowledge
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom to a region in South America

Geography skills and Field work
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Types of settlement and land use
1. Why do people live in different places? Towns and Cities
2. Why do people live in different places? Hamlets and Villages.
3. What are the advantages and disadvantages of living in a city compared to a village?
4. Why do people live in different places? Deserts and Rainforests.
5. How does land use in Britain vary?
6. Compare the land use of Britain to Kenya/Brazil.

Spirituality
COME and SEE

Emotional Awareness
PSHE   Learning Mentor
GREAT

Art and Music
End of topic celebration of learning.

AUTUMN 1
YEAR 3
THE HUMAN ANIMAL

Enterprise – Link to GREAT. Giving something back

Possibilities

Drama (45 mins)
- To speak audibly, making meaning explicit
- Work together as a group and interact with one another
- Begin to improvise
- Develop characters and roles

Begin to identify drama techniques used to interest an audience

English Country Dancing (45 mins)
- Explore and repeat dance movements
- Choose movements to suggest a mood or feeling
- Link two or more actions together to make a dance sequence
- Perform with control and coordination
- Evaluate my own and others' dances

Physical Education
Using Tennis/Kurling and Football Skills.
- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.

French
Lesson 1 & 2 - Recap KS1.

Lesson 3 & 4 - Classroom Instructions / objects. (46 & 52)