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

AUTUMN 1
YEAR 3
THE HUMAN ANIMAL

ARTS

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.

HUMANITIES

Stone Age to Iron Age

Various enquiries including;
 How did people feed themselves in the Stone Age?
 What are the key characteristics of the Bronze Age? What was living during the Iron Age like?
 How was the Iron Age different from the Stone Age?

 Using Artefacts, British Museum virtual study, creating timelines etc

FRENCH

Animals
Children will learn all about animals- Introducing them and describing them. Children will learn how to say the names of animal homes. They will become familiar with some useful prepositions and learn how to ask where something of someone is.

Children will be able to:
* Respond to questions when given a spoken model to copy
*Repeat/ use a simple phrase to say that they don't understand something
*Hear, Repeat and Answer simple questions from memory.
*Write short simple sentences in response to written and spoken questions.
*Read along with rhyme with the class.
* Recognise some basic French adjectives when heard, and be able to use them in simple spoken language.
The unit ends with a story about a mouse who meets selections of different animals in different locations.

Food
This unit is about food- both eating it and preparing it. The unit builds up to a traditional French recipe (French toast). Children will learn names of some foods, including fruit and veg, cutlery and cooking ingredients. They will learn how to say which foods they like and dislike, and say what they are eating.
Children will be able to do:
* Give a full sentence spoken answer to written question.
*Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.
*Ask and answer questions, including asking for and giving opinions.
*Say what they would like, using a common verb in the first person.
*Be able to prepare a recite a few sentences using vocabulary from the unit.
*Write some vocabulary from memory.