



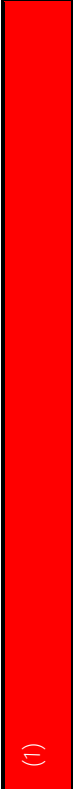


# Curriculum | Medium Term Plan - Autumn - Year three

Challenge Pack:	Around the world in 80 eats	Challenge outcome:	Based on their understanding of where food comes from, the impact of climate, cultures and nutrition, children will explain their perfect meal and give their explanations for their choice.	NC Year: Length of term:	(8 & 7 weeks)
Summary:	After recapping the Continents and seas from year two, children will learn about Europe and Central America (with focus on Spain and Jamaica), and compare and contrast the physical and human features of both and compare to life here in the United Kingdom. They will learn how climate, culture and traditions impact the different diets that people eat, and discuss the impact upon nutrition and health,				
Key texts:	<u>Fiction:</u> Journey The Great Explorer, Sophie Scott goes south, once upon a world, this moose belongs to me  <u>Poetry:</u> Over the hills and far away  <u>Non-Fiction:</u> Great adventurers, Incredible journeys, atlas of adventures, survivors, the lost book of adventure, wild girl – how to have incredible adventures	Trips and visits:			
		Science Units	Plants (Discrete – weekly)  Animals including Humans		
 Physical Oracy (Voice, Body Language)  To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.		 Linguistic Oracy (Vocabulary, language, rhetorical techniques)  To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').		 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)  To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	
				 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)  Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	

	Maths:	English:	NICER:
	<p>Area of learning: Basic skills</p> <p>Knowledge and skills:</p> <p>Mental maths focus:</p> <p>Counting and reading numbers Read and write numbers Number bonds.</p>	<p>Basic skills – Focus on class rules</p> <p>Purpose: To inform</p> <p>Text type: Instructions</p> <p>Text: N/A</p> <p>Knowledge and skills: : Children to write up class rules with a focus on handwriting and a short narrative of their perfect day out (sentence level) focusing on sentence structure.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>- To use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to another are best left unjoined</li> <li>- Use capital letters and full stops to demarcate sentences (focus on sentence structure- what are the components of a sentence?</li> <li>- Identify word types (nouns, adjectives, Pugs verbs)</li> </ul>	<p>PSHE A2.3 As British Citizens WALT identify the characteristics of what makes a good friend. Outcome – Class discussion about what makes a good friend, children will then role play as interviewer and interviewee for the role of a good friend.</p> <p>PSHE A2.7 As British Citizens WALT recognise the importance of working together. Outcome – children will complete tasks in groups that require team work to successfully complete, then whole class discussion on why collaboration was so important.</p> <p>PSHE A2.6 As British Citizens WALT realise that telling the truth is important in building friendships. Outcome – Children given scenario cards about loyalty and honesty to role ply in groups.</p>

Area of learning: Place value.

Knowledge and skills:

To recognise the place value of each digit in a two-digit number.

To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Mental maths focus: Number bonds.

WALT: Explore the link between 10 and 100.

WALT: Explore numbers up to 1000.

WALT: Understand 3 digit numbers are made of 100, 10's and 1's.

WALT: Represent 3 digit numbers as 100, 10's and 1's.

Purpose: Entertain

Text type: (Journey by Aaron Becker) - Children to write a setting description based on one of the images in the book

Knowledge and Skills:

- Know what adjectives are and not to over use them.
- Use expanded noun phrases to describe
- To start to use adventurous word choices to add detail
- Use of techidrenical vocabulary linked to the text type (gathered through NICER)

Use expanded noun phrases to describe

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What and where are the Continents and Seas?

*Retrieval from Year 2*

(G2.1a) As **geographers** WALT: Locate the world's continents and seas using maps

(G2.1a) As **geographers** WALT: Spain on a map of Europe (and make predictions about similarities and differences to the UK)

*Outcome* – Children will be provided with age appropriate maps and atlases that show the location and key geographic features of Spain and UK (an Island, and bordered by another country) areas of forests, rivers and mountains etc) closeness to the equator(?) – children to discuss and predict aspects of the two European countries.

(S2.1k) As **scientists** WALT: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

*Outcome* (part 1) – Children will set up a practical investigation about what plants need to grow and make predictions/take measurements. Plant seeds and keep each plant in different conditions (part 2 in week 3).

Area of learning: Place value.

Knowledge and skills:

To compare numbers up to 1000.

To find 10 more or less than a given number.

To find 10 or 100 more or less than a given number.

Mental maths focus: 100's, 10's and 1's

WALT: Use number lines up to 100.

WALT: Use number lines up to 1000.

WALT: FIND 1, 10 or 100 more or less.

WALT: FIND 1, 10 or 100 more or less.

Purpose: Entertain

Text type: (Journey by Aaron Becker) - Children to write a setting description based on one of the images in the book

Knowledge and Skills:

- To use scaffolding and support to aid planning
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.

Were our predictions about Spain correct?

Killer questions

*What are the physical features of Spain?*

*What are the human features of Spain?*

As **geographers** **WALT** understand geographical similarities and differences between two regions (Physical)

*Outcome* – Share a table of physical features of Spain and UK (landmass, rainfall, height of mountains, number of rivers)

Children to list aspects that are Very similar, similar, different or very different and explain what impact this might have on living there.

As **geographers** **WALT** understand geographical similarities and differences between two regions (Human)

*Outcome* – Share a table of human features of Spain and UK (population, life span, ethnicity, languages spoken)

Children to list aspects that are Very similar, similar, different or very different and explain what impact this might have on living there.

(S2.1f) As **scientists** **WALT**; Report on findings from enquiries, through oral and written explanations, displays or presentations of results and conclusions.

*Outcome* – (Part 2) Children will report on the findings of plants left in different conditions over the past week.

Area of learning: Place value.

Knowledge and skills:

To compare and order numbers up to 100.

Count from 0 in multiples of 5, 50 and 100;

Mental maths focus:

100's, 10's and 1's

5 times tables

WALT: Use object to compare two numbers.

WALT: Observe and compare two numbers.

WALT: Order numbers from smallest to largest.

WALT: Use our knowledge of 5 times tables to count in steps of 50.

Purpose: Entertain

Text type: (Journey by Aaron Becker) - Children to write a character description based on one of the images in the book

Knowledge and Skills:

- Begin to use pronouns to avoid repetition
- Use capital letters correctly for proper nouns
- To write in the correct person for the genre
- Know that proper nouns need capital letters
- To use a range of simple conjunctions eg. And, then, but, so, because.
- To write In the correct tense for the purpose of the genre

But what about the food?

Killer questions

*What are the human features of an identified country?*

*What is the culture, community and religion like in the place studied?*

Understand that different foods come from different places based on the physical, cultural and traditional features of the country or region.

(D2.5f) *As designers* WALT: Explain where food come from e.g. region of the world, how they are produced. (Part 1)

*Outcome* – Children given a map of Europe and different foods to plot on the map, discuss agriculture, climate and food which is mass produced. Children will then look at traditional dishes in European countries in relation to what grows there naturally. (Discuss: How can we make this into a sandwich for CO?)

(D2.5f) *As designers* WALT predict and understand the typical food enjoyed in Spain.

*Outcome* – Based on last week's learning around physical and human differences to the UK, predict the types of food eaten in Spain (explaining your ideas), and check if they were correct against a typical Spanish menu

(S2.1m) *As scientists* WALT: Explore and understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *Outcome* – Children will sequence the life cycle of a flowering plant and explain each stage.

Area of learning: Place value.

Knowledge and skills:

To compare numbers up to 1000.

To find 10 more or less than a given number.

To find 10 or 100 more or less than a given number.

Mental maths focus: 100's, 10's and 1's

WALT: Use number lines up to 100.

WALT: Use number lines up to 1000.

WALT: FIND 1, 10 or 100 more or less.

WALT: FIND 1, 10 or 100 more or less.

Purpose: Entertain

Text type: (Journey by Aaron Becker) - Children to write a character description based on one of the images in the book

Knowledge and Skills:

- To use scaffolding and support to aid planning
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.

But what about the culture?

As **geographers WALT** understand differences in culture and traditions in different regions

*Outcome* – Share information on La Tomatina festival in August – are there any similarities or differences with other traditions you know? How does the climate and culture of the country impact this celebration?

(S2.1m) As **scientists WALT**: Explore and understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

*Outcome* – Children will sequence the life cycle of a flowering plant and explain each stage.

Area of learning: Addition and subtraction

Knowledge and skills:

To add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens.

Mental maths focus:

Compare numbers.  
Add and subtract 1's

WALT: Add and subtract multiples of 100.

WALT: Add and subtract 3-digit and 1-digit numbers- not crossing 10.

WALT: Add 3-digit and 1-digit numbers-crossing 10.

WALT: Subtract a 1-digit number from 3-digit number – crossing 10.

Purpose: Entertain

Text type: (Narrative) Children to retell a section of the story

Knowledge and Skills:

- Use joining words to provide more description/information in sentences
- Begin to use pronouns to avoid repetition
- Understand the different sentence type and the rules for each
- Use ENP's to describe and specify
- To demonstrate an understanding of purpose and audience

But what about the Art?

(A3.1b) **As artists WALT:** Know about/draw inspiration from a range of artists or cultures to influence work.

Outcome – Children will learn about Pablo Picasso (Spain) and the art theory behind his work on cubism

Outcome – Children will create their own self-portraits in the style of Picasso (cubism)

(S2.1l) **As scientists WALT:** Investigate the way in which water is transported within plants.

*Outcome* – Children will set up a practical investigation about how water travels through plants using celery and food colouring with plants kept at different temperatures. (Lesson 1)

Area of learning: Addition and subtraction

Knowledge and skills:  
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction  
To add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens.

Not yet using column method but using number bonds and pictorial form.

Mental maths focus:  
Addition and subtraction of 1-digit and 3-digit numbers.

WALT: Add and subtract 3-digit and 2-digit numbers- not crossing 100.

WALT: Add 3-digit and 2-digit numbers-crossing 100.

WALT: Subtract a 2-digit number from 3-digit number – crossing 100.

WALT: Add and subtract 100's to 2-digit and 3-digit numbers.

Purpose: Entertain

Text type: (Narrative) Children to retell a section of the story

Knowledge and Skills:

- To use scaffolding and support to aid planning
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.

(D2.5f) *As designers* WALT: Explain where food come from e.g. region of the world, how they are produced. (Part 2)

**World food day** <https://www.fao.org/world-food-day/about/en>

**Killer question – what impact would a lack of water (drought), have on the diet and foods eaten in the UK and Spain?**

(S2.1l) *As scientists* WALT: Investigate the way in which water is transported within plants.

*Outcome* – Children will set up a record observations from their practical investigation about how water travels through plants using celery and food colouring with plants kept at different temperatures.(Lesson 2)



<div data-bbox="52 1149 84 1182">(8)</div>	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: To add and subtract numbers with up to two digits, using formal written methods of columnar addition and subtraction (as per the calculations policy)</p> <p>To subtract numbers with up to three digits, using formal written methods of columnar addition. (see calculation policy for the method).</p> <p>Mental maths focus: Addition and subtraction of 2-digit and 3-digit numbers Place value.</p> <p>WALT: Discover patterns in adding 1's, 10's and 100's to 3-digit numbers.</p> <p>WALT: Add and subtract 3-digit and 2-digit numbers- not crossing 10 or 100.</p> <p>WALT: Add 3-digit and 2-digit numbers- crossing 10 and 100.</p> <p>WALT: Subtract a 2-digit number from 3-digit number – crossing 10 and 100.</p>	<p>Whole School Writing Challenge – Opal Playground project</p>	<p>Science – Unit retrieval and assessment – plants</p>
<div data-bbox="919 1203 1102 1263">Half term</div>			

Area of learning: Addition and subtraction

Knowledge and skills:  
with up to two digits, using formal written methods of columnar addition and subtraction (as per the calculations policy)

To subtract numbers with up to three digits, using formal written methods of columnar addition. (see calculation policy for the method).

Mental maths focus:  
Adding and subtracting 2-digit and 3-digit numbers using formal column method.

WALT: Add two 3-digit numbers  
– not crossing 10 or 100

WALT: Add two 3-digit numbers  
– 10 or 100

WALT: subtract two 3-digit numbers – not crossing 10 or 100

WALT: subtract two 3-digit numbers – crossing 10 or 100

Purpose: Inform

Text type: Children to write a recipe for a European snack/sandwich (part of challenge outcome)

Knowledge and Skills:

- To write in the correct person for the purpose of the genre (1<sup>st</sup>, 3<sup>rd</sup>)
- Understand what a conjunction is and the different types (co-ordination, subordinating)
- To use an increasing variety of sentence openings: beginning to use fronted adverbials to express time and place
- Imperative verbs

To select adventurous vocabulary to add detail and engage the reader

As **theologians** WALT: identify and describe the core beliefs of Hinduism.

Outcome – Children are given a brief overview of Hinduism, they will discuss the artefacts commonly found in Hindu homes, what they are used for and what they symbolise.

As **theologians** WALT: What does it mean to be a Hindu in Britain today?  
As theologians WALT: make simple links between teachings and how people live.

Outcome – Children explore a week in the life of a Hindu family, discussing similarities and differences to their own values.

As **theologians** WALT: What does it mean to be a Hindu in Britain today?  
As theologians WALT: describe how people show their beliefs in how they worship.

Outcome – Children will explore what Hindus do together as a community such as visit the Mandir and perform rituals

(S2.1r) As **scientists** WALT: Identify Skeletons in Humans and animals and how they provide protection and support

Area of learning: Addition and subtraction

Knowledge and skills:

To estimate the answer to a calculation and use inverse operations to check answers on a regular basis

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Mental maths focus:

Adding and subtracting two 3-digit numbers.

WALT: Estimate answers to calculations.

WALT: find different ways to check answers to calculations.

WALT: Answer mixed addition and subtraction problems.

Mini assessment

Purpose: Inform

Text type: Children to write a recipe for a European snack/sandwich (part of challenge outcome)

Knowledge and Skills:

- To use scaffolding and support to aid planning
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.

(G2.1a) As **geographers WALT**: locate Jamaica on a map of Central America (and make predictions about similarities and differences to the UK)

*Outcome* – Children will be provided with age appropriate maps and atlases that show the location and key geographic features of Jamaica and UK (an Island, and bordered by another country) areas of forests, rivers and mountains etc) closeness to the equator(?) – children to discuss and predict aspects of the two European countries

As **geographers WALT** understand geographical similarities and differences between two regions (Physical)

*Outcome* – Share a table of physical features of Spain and UK (landmass, rainfall, height of mountains, number of rivers)  
Children to list aspects that are Very similar, similar, different or very different and explain what impact this might have on living there.

(S2.1f) As **scientists WALT**: Skeletons, muscles and joints work together  
*Outcome* – Children will look at the different skeleton types of animals and group animals according to this classification. They will then describe the different skeleton types.

Area of learning: Multiplication and division.

Knowledge and skills:

To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Mental maths focus:

Make equal groups sharing.

Make equal groups grouping.

WALT: Understand numbers can be broken up into equal groups.

WALT: Understand the multiplication symbol, using repeat addition and arrays to answer problems.

WALT: Use 2, 5, and 10 times tables.

WALT: Divide by 2, 5, and 10.

Purpose: Inform

Text type: Children to write a Factfile of Jamaica

Knowledge and Skills:

As *geographers* WALT understand geographical similarities and differences between two regions (Human)

*Outcome* – Share a table of human features of Spain and UK

(population, life span, ethnicity, languages spoken)

Children to list aspects that are Very similar, similar, different or very different and explain what impact this might have on living there.

(S2.1h) As *scientists* Identify What is a food chain (describe, using examples)

Area of learning: Multiplication and division.

Knowledge and skills:  
To recall and use multiplication and division facts for the 3 and 4 multiplication tables

Mental maths focus:  
2, 5, and 10 times tables

WALT: Multiply given number by 3.

WALT: Divide given number by 3.

WALT: Use knowledge of multiplying and dividing to become fluent in the 3 times table.

WALT: Multiply given number by 4.

Purpose: Inform

Text type: Children to write a fact file about Jamaica (based on the information from VIPERS and Geography learning)

Knowledge and Skills:

- To use scaffolding and support to aid planning
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.
- To proof read to check for errors in grammar and punctuation
- With support, can make improvements to their own and others writing.

(D2.5f) *As designers* WALT predict and understand the typical food enjoyed in Jamaica

*Outcome* – Based on last week's learning around physical and human differences to the UK, predict the types of food eaten in Jamaica (explaining your ideas), and check if they were correct against a typical Jamaican menu

(S2.1h) *As scientists* WALT Animals can't make their own food and so get their nutrients from food.

(S2.1h) *As scientists* WALT the difference between Carnivores, Herbivores and Omnivores.

(13)	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Mental maths focus:</p> <p>3 and 4 times tables WALT: Divide given number by 4.</p> <p>WALT: Use knowledge of multiplying and dividing to become fluent in the 4 times table.</p> <p>WALT: Multiply given number by 8.</p> <p>WALT: Divide given number by 8.</p>	<p>Purpose: Inform</p> <p>Text type: Children to write a travel brochure informing about a country in South America (Brazil?)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>- To use simple organisational devices in non-narrative writing- headings and subheadings.</li> <li>- To accurately use apostrophes for possession and contraction</li> <li>- Understand what a conjunction is and the different types (co-ordinationg, subordinating)</li> <li>- Use expanded noun phrases to describe</li> <li>- Understand what alliteration is and what to include</li> <li>- Begin to understand what a rhetorical question is</li> <li>- Punctuate sentences accurately- full stops, capital letters, question marks, exclamation marks (SODA)</li> <li>- Use techidrenical language appropriate to the text type.</li> </ul>	<p>(RE) <i>As theologians</i> WALT: identify some differences in how people put their beliefs into practice. Outcome – Children will explore how believers express meaning of festivals through symbols and rituals</p> <p>Outcome: Categorise different festivals in UK, Spain and, Jamaica– based on what you've learnt about the countries – can you identify which festival takes place where and suggest reasons for your answers</p> <p><i>As scientists</i> WALT Food contains a range of different nutrients.</p> <p>(S2.1h) <i>As scientists</i> WALT A piece of food will contain different nutrients</p> <p><b>Start of 3-week project incorporating English, Science, Geography and ICT.</b></p> <p>Children to use their knowledge of nutrients and food from Science, where food comes from in DT, and the typical diets of the UK, Spain and Jamaica to plan a health, nutritious and delicious meal of their own.</p> <p>They will then use ICT to promote their menu and explain their choices</p>
(14)	<p><u>Assessment week</u></p>	<p>Purpose: Inform/persuade</p> <p>Text type: Children to write a script for their imovie that explains their menu and includes their decisions</p> <p>Knowledge and Skills:</p>	<p>Based on understanding of British, Spanish, Jamaican and Brazillian diet – describe the most nutritionally good food and how to make it.</p> <p>(S2.1s) <i>As scientists</i> WALT construct and interpret a variety of food chains, identifying producers, predators and prey. Outcome – Children will learn about producers, prey and predators and create their own food chains</p> <p>C2.2c) <i>As digital technicians</i> WALT record and edit sounds/music. Outcome – Using the TASC wheel, children will create/edit images and record video footage to create: 1. A menu of their world sandwiches and 2. A short movie trailer to go along with the plane food they have made</p> <p>ICT (C2.1c) <i>As digital technicians</i> WALT: design and create content.</p> <p>Outcome – Children will continue to build on their prior knowledge of imovie to create an advertisement for their own international menu</p>

(15)		<p>Purpose: Inform/persuade</p> <p>Text type: Children to write a script for their imovie that explains their menu and includes their decisions</p> <p>Knowledge and Skills:</p>	<p>PSHE C2.8 WALT discuss how money is earnt and spent</p> <p>PSHE C2.10 WALT have aspirations for how we will work in the future.</p> <p><i>Outcome</i> – Children given paper dolls and different materials to decorate them with to show what their future jobs will be.</p> <p>Science – Unit retrieval and assessment – Animals including Humans</p>
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