## Autumn 1 – Meerkat Mail

**Launch:** Letter received from Meerkat Maddy from USA/Introduce book

**Landing:** Trip to Screech Owl Sanctuary (Meerkats)

**English:** Letter writing, character descriptions, meerkat fact file

**Maths:** *Number and Place Value*
- I can count from 0 in steps of 4, 8, 50 and 100
- I can find 10 or 100 more or less than a given number
- I know what each digit means in a 3-digit number such as 204
- I can compare and order numbers up to 1000
- I can identify and estimate numbers in different units such as length (mm/cm) and weight (g and kg)
- I can solve number problems, working with numbers up to 1000 and in different units of measurement

**Science:** *Nutrition and main food groups / skeleton, backbone and muscles / carnivore herbivore omnivore classification*

- I can understand that animals (including humans) need the right types of nutrition and they get nutrition from what they eat.
- I can understand that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can ask relevant scientific questions.
- I can use my results to draw a conclusion and make predictions for answering a different question.
- I can identify some simple differences or similarities when making comparisons.
- I can support my answers by pointing out the scientific evidence.
- I can report my conclusion from the results of my experiment.
- I can set up a simple fair test experiment to answer a scientific question.
- I can ask a range of relevant scientific questions.

**History:**

**Geography:** *Human and Physical*

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation.

**Skills and Fieldwork**

Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
**Art:** Silhouette paintings – African landscape

I can create a sketch book to record my observations and use them to review and revisit ideas.
I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (collage, line drawing, futurism)
I can explore the work and style of a collection of great artists, designers and architects and can identify the key features of their work.

**Design and Technology:**

**Computing:** E-safety

Passwords/What is the internet/Mindful messaging/Letter writer

**PE:** Basic Functional Skills/Ball Skills

I can develop sound skills in running, jumping, throwing and catching, and can combine them effectively to participate in a range of sports.
I can enjoyed and participate in a wide variety of sports and games.
I can apply my attacking and defending skills well.

**RE:** Hindu Festival of Diwali

I can tell you some of the things Hindus do during Divali.
I can tell you what I might enjoy about Divali if I were a Hindu.
I can describe some of the things Hindus do at home or at the temple during Divali.
I can start to empathise with what Hindus feel about Divali.
I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.
I can start to say why Divali might bring a sense of belonging to Hindus.
I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.
I can start to explain how I might feel if I celebrated Divali.
I can explain how Divali can bring a sense of belonging to Hindus.
I can give my own views on whether I would feel a sense of belonging if I celebrated Divali.

**PSHE/ British Values:**
Go Givers – Year 3 A – Peer Pressure -It’s Your Choice'
Go Givers – Year 3 A – The Earth in our hands
I can understand how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
I can understand that my actions affect myself and others, I can care about other people’s feelings and to try to see things from their points of view.
I can understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
I can understand that we cannot take the Earth for granted, and that each person has a role to play in keeping it safe.
I can face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
I can understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment.
I can realise that people and other living things have needs, and that they have responsibilities to meet them.
I can understand that family and friends should care for one another.
I can understand how to make simple choices that improve their health and well-being.

Spanish: Greetings
I can listen carefully and able to join in simple conversations and answer questions.
I can engage in conversations by asking and answering questions and sharing his opinions.
I can use familiar phrases and simple structures to speak in full sentences.
I can develop a good accent and can speak and read aloud with the correct intonation.
I can learn some key features and patterns of the language and can apply these when speaking and writing.

Music: Charanga
I can perform individually and as a group demonstrating accuracy, control and expression with my voice.
I have used musical instruments with accuracy, control and expression when performing individually and as a group.
| I use my knowledge of the musical elements to improvise short passages in an increasing range of styles. |
| I can experiment with pitch, texture, dynamics and rhythm to compose short pieces of music in different styles. |
| I can listen carefully to music and can recall what he has heard accurately. |
| I can read simple staff notation and has learnt about other ways of notating and sharing musical ideas. |
| I can enjoy listening to music in a range of styles and from different world traditions. |
| I can respond well to the music of great composers from history and performances by top musicians. |
| I am developing an understanding of the history of music from early Medieval through to the modern day. |

**Outdoor Learning:** *skeletal systems/building a shelter for a meerkat/other animal*

| I can use my results to draw a conclusion and make predictions for answering a different question. |
| I can identify some simple differences or similarities when making comparisons. |
| I can support my answers by pointing out the scientific evidence. |
| I can report my conclusion from the results of my experiment. |
| I can ask relevant scientific questions. |