

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 Diwali.

I can tell you what I might enjoy about Diwali if I were a Hindu.

I can describe some of the things Hindus do at home or at the temple during Diwali.

I can start to empathise with what Hindus feel about Diwali.

I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.

I can start to say why Diwali might bring a sense of belonging to Hindus.

I can describe some of the ways Hindus celebrate Diwali 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 Diwali.

I can explain how Diwali 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 Diwali.

PSHE/ British Values:

Go Givers – Year 3 A – Peer Pressure -It's Your Choice'

Go Givers – Year 3 A – The Earth in our hands

Go Givers – Year 3 A – *Chicken Soup*
Go Givers – Year 3 A – *The Two Brothers*
Go Givers – Year 3 A – *Tongue: Power of Words*
Go Givers – Year 3 A – *Refugees: The Stranger*

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.

