

Project: **RESPECT tell me what it means for me!**

Year 3

Term: Autumn 1

Wow starter Collages /Police visit

Final event: Personal Trainer advice service

Languages & literacy

Charlie Small – Gorilla City
Describing routes on a map – geography link
Explanations on how our muscles work – science link

Longitudinal

Seasonal Change: Day length, light and shadow.

-recognise that they need light in order to see things and that dark is the absence of light
<http://www.bbc.co.uk/education/clips/zjkc87h>
How many different light sources can they see?
<http://www.bbc.co.uk/education/clips/zjkc87h>
Why do we need light to see?
<http://www.schoolsworld.tv/node/2854> Video one to explore why we need light to see. Key question – why did he need a torch to find his dog?

Geography – Fieldwork

-Understand the 8 compass points and use them to explain/identify points on a map.
-Fieldwork Project
- create a map with a route using directional language to direct someone.

Use locational language to describe location of points on a map of the school/local area.
What features are important in our school? What makes our school special? What makes our school special to us as individuals (e.g. favourite places/features etc)
-Tell the children some visitors are coming to visit the school and will need a tour of the school building and grounds. **Plan a tour** of the schools, include a **map/plan** of the school and the **main geographical features you would see, identified with a key. Take digital photographs** of the main features and **plot them on a map** to show the route round the school, **using coordinates** to show where these key features are.
-**Carry out an environmental survey** of the school grounds to find out likes/dislikes and use this to draw conclusions about areas for improvement.

Humanities

Mathematics

Place value – 3 digit numbers
Addition and subtraction – add and subtract 3 digit by 3 digit number



DT –Cooking and nutrition

-Understand and apply the principles of a healthy and varied diet
-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Chn to apply science and PSHE learning to design a healthy meal including a drink.
Cut accurately and safely, measure and weigh ingredients appropriately when following a recipe to make a healthy meal.

The Arts

Science & technology

-learn about the importance of nutrition: research different food groups and how they keep us healthy & apply this when designing meals.
-introduced to the main body parts associated with the skeleton and muscles,
-finding out how different parts of the body have special functions.
Working scientifically: identify and group animals with and without skeletons and observe and compare their movement; explore ideas about what would happen if humans did not have skeletons.

ICT – Sending an email with an attachment

Science – Animals (including humans)

-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 other animals have skeletons and muscles for support, protection and movement.
- dog biscuit skeleton
Computing
We are Communicators – communicating safely on the internet.

RE

What is the best way for a Sikh to show commitment to God?

Learning from religion - What do we do that makes us have a feeling of belonging?

Digital Literacy – Powerful Passwords

PSHE Rules

-What are the rules and why do they exist? How do they influence who we are?
Respect
Different ways of being respectful to places and people.
Diet / Healthy Eating (link DT)
-What is healthy and why is it important?
-Why is exercise important?

Physical Development, Health & Wellbeing

Homework is sent out on a **Friday** and to be handed in on a **Monday**. English homework includes **spellings** and maths will be **linked to their current learning**.

Enquiry Outline

This enquiry builds on the learning enquiry from Year 1 'What makes me, me?' Through this enquiry the children will broaden their understanding about what makes them unique and individual, however it will also encourage them to develop a sense of place within their community and think about how important this is in influencing who they are as individuals. It will begin with the children creating a collage to show all of the things that make them, them. This will highlight the idea that everyone is different and that this should be respected. As geographers the children will carry out fieldwork to investigate how our school is special to us, thinking specifically about how to plan a tour for a visitor ensuring that they are shown the places where we need to show the most respect. They will then further investigate scientific similarities and differences between themselves and other animals in terms of skeletons, muscles and body parts and nutrition and the things required to stay healthy so they are able to respect their own bodies. They will then apply this learning in DT to design a healthy meal. To apply all of the children's knowledge they will then become 'personal trainers' and create a training and meal plan for a range of needs.

